

# RECREATION

— June 1945 —



## To the American People:

Your sons, husbands, and brothers who are standing today upon the battlefronts are fighting for more than victory in war. They are fighting for a new world of freedom and peace. We, upon whom has been placed the responsibility of leading the American forces, appeal to you with all possible earnestness to invest in war bonds to the fullest extent of your capacity. Give us not only the needed implements of war, but the assurance and backing of a united people so necessary to hasten the victory and speed the return of your fighting men.

*William D. Leahy*  
*Douglas MacArthur*  
*Dwight D. Eisenhower*  
*C. W. Nimitz*  
*H. H. Arnold*

# RECREATION

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## Building the Community

**A**RE YOU ONE who says, "I am a hard-headed, practical recreation man. I do not know much about these \$64 words. What I do know about is baseball, softball, swimming, singing, orchestras, dramatic clubs. I know when children are having fun. I know when grown people are doing what they want most to do. I am not so sure about all this talk about end-results and by-products. All I know is when things are going well and everybody seems happy."

But when every twenty-five years the whole world hangs on the verge of destruction, when the best and strongest young men die on foreign fields because we have not learned to pull together quickly enough, if we in the recreation movement have a contribution to make toward the building up of a sense of world community we ought to take a few moments' time to face just what our contribution is and what is involved.

Not much else is more important right now than the sense of *community* in the world, in the nation, in the locality.

How shall we have a sense of world community except as we have somehow gained a sense of local community, of local neighborhood? How shall we think in terms of world community except as we have practiced thinking in terms of the local neighborhood in which we live?

Most people of the earth have dreamed of a Kingdom of Heaven. Can such a dream have great reality except as we have thought and practiced living happily together in our own neighborhoods? We the people must live together now as well as hereafter.

And how are we to practice this sense of community, of local community, so that after all we shall know how to live in the world we have finally discovered to be so small?

One way to develop a sense of community is through the recreative way of life, through sharing one's recreation in the neighborhood, in the local neighborhood center. Much as we all care for our daily bread and shelter and clothes and work, we care most of all for our daily life. If we share, really share, what we care most for doing, what we call our recreation, then we build toward "the community of God." As a unifying force in the minds and hearts of people recreation makes a great contribution. Those who play together, sing together, hike together, make things together, attain in its truest sense a community of feeling. The sense of community begins right down in the neighborhood, as people share their joys and sorrows.

Music and art and drama and adventure and romance are not something to dream about for another world, to be shared only when we have reached some future estate, but right now also, as we help to build the Kingdom in our own neighborhoods.

Choirs from the churches in the small town sing together in the community chorus at the community center. Groups from all parts of the village unite in the great dramatic play that symbolizes the life of the village from early times. Athletic contests bring all the people together and fuse them into one great united group, and a sense of *community* is gained in the American town, the American village, as in Athens in ancient Greece in the time of Pericles.

The *community* is what we the people make it. The community is what we build as we learn to share our strength and joy together.

How shall a man love God, Whom he hath not seen, except as he love his neighbor, whom he hath seen? How shall a man recognize the Kingdom of God, "God's community," except as he has come to know a sense of community right where he lives?

We are, as the San Francisco Conference is held, at a decisive moment in the history of the world—perhaps more decisive than any of the great military battles of the past. The whole world labors now, as a woman in travail, to bring forth a sense of community. Without it we the people of the world are lost. We turn unconsciously to religion and to recreation to help us build a local and national and world community, that all may live, that we may not perish from the face of the earth.

HOWARD BRAUCHER

June



*Courtesy Madison Square Boys Club*



## Strategy for Growth

THE THEATRE AND DANCE ARTS CAMP, under the direction of Elizabeth and Don Oscar Becque will open the 1945 season in July. The Camp is well located in the Delaware Water Gap region with the Pocono Hills for background. Girls ranging in age from nine to eighteen will work in an environment which will widen the range of their capacities and give them clearer direction and purpose.

There is a growing sense among all who are interested in children that the arts play a strategic part in personal growth and development. The constant stimulation to which children are exposed today carries with it a stirring mass of ideas and feelings. These must find an outlet if wholesome growth is to take place. The arts offer the means by which children can express their thought and emotion in satisfying form. Particularly through the theater, with its opportunities for companionship in sharing and pooling of effort, will young people find satisfying achievement. The arts offer a way of combining past heritage and knowledge of the present into new patterns of meaning through imaginative action.

### Program

Because they believe these things, Elizabeth and Don Oscar Becque have made "arts through theater" the heart and core of a camp program. Youngsters and staff members work cooperatively in a community-centered environment toward achieving "world-mindedness through firsthand experience in creative living." A program has been worked out to assure each camper a "spiritual" diet of feeling, thinking, and physical activity in proper balance. Each camper is given the



chance to become an active and responsible member of a group, to find satisfying ways of expressing herself in relation to her own world, and to learn something about the forces that motivate and control that world.

The program is six-sided. Through the *dance*, its physical techniques, its ancient, folk, and modern forms, and its compositions, the campers find a whole new approach to their own experience.

The *theater* with its movement and sound, color and construction, has always been a wonderland—especially for young people who have not yet learned to shrink in self-consciousness from their twin heritage of wonder and amazement. Campers plan and write scripts, learn to speak clearly and well, learn to act, to make scenery and costumes.

Through *music*, the campers learn to sing in chorus, to play simple instruments, to make their own musical compositions—talents which, in turn, add their colors to those theater pieces that are the center of the summer's creative work.

Charcoal, tempera, pastels, outdoor sketching, abstract constructions worked out directly in various materials, and modeling help give campers the feel for form and color and line, for mass and chiaroscuro.

Music, dance, theater, the plastic arts are as surely means of communication as are radio and newsprint. The campers are led to use all art forms to communicate ideas and emotions. The goal is freedom of creative expression within the disciplines set by a given medium. Before eight weeks have gone, the most timid camper has begun to satisfy her urge to create in one or more art forms.

Throughout the camping period the emphasis is upon growth and development. It is not expected that the camper reach "professional" standards. It is important that she explore all the mediums at her disposal, that she have an experience with them so broad and so intimate that she can work without let or the hindrance of ignorance within the method of improvisation. For this is the method campers use when they take their first steps toward composition in the various mediums.

The Delaware Water Gap section is rich in history and folklore. Folkway-gathering excursions give the campers an interesting and vital common background of experience for creative work. Each

week regular times are set aside for sharing ideas and experiences in group discussions. In these sessions ideas grow by attracting other ideas, thinking crystallizes into plans for action, misunderstandings are corrected, and new information becomes the seed of new ideas. The discussions are democracy in action.

### Process

The campers are typical young girls with eight weeks of summer vacation set aside for camping. They are, for the most part, husky, normal adolescents, most of them not especially proficient in "artistic" fields. But they have a normal share of artistic potential—emotion and intelligence and the need to express both creatively.

Most of the campers will not have known each other before. They need time for getting acquainted with each other. There must also be a time for getting acquainted with the several art mediums, for exploratory attempts at expression of thought and feeling. These attempts are individual and usually not too serious, but they form an invaluable means for communication among groups, a means for making possible the group effort in the theater and in all the other mediums.

In the meantime, a body of conscious experience is being built up by the group. The life of the camp itself with its work and recreation, the study of events as they are daily detailed in papers and magazines and over the radio gradually help build a common background. The exploration of the countryside and neighborhood, its folk-ways, work patterns and origins, particularly stimulate common thinking and feeling toward group creativity. All this becomes the means whereby the individual can become part of the group and, in turn, through the resources of the individual the group experience can grow. Back and forth, the ball of experience is tossed between the individual and the group.

The process by which the campers create a theater piece begins with the discussion of an experience, an idea, a phrase, an activity of so much significance to each one that the group as a whole wants to express their feelings about it in creative action. This, the germ of what will eventually become theater, is discovered and clarified in group discussions. Through discussions this same germ is explored until each person concerned has a wide and deep understanding of it.

Once the understanding is achieved the group is ready to begin work on the two first mediums used in constructing their production—movements

and sounds (which may be words sung, spoken or chanted or may be produced by some outside means—musical instruments, for example). These two, movements and sounds, flow into and out of each other, each reinforcing the other in the process of theater-making. But, perhaps because people have so recent a tradition of using words alone to express ideas and emotions—because this tradition has overlaid the far older one of using movements and other kinds of sounds to tell of an experience—freedom of mediums other than words must be learned before free interplay between all of them can begin.

### Improvisation

It is not difficult for very young children to accept the use of improvisation for this is a means by which they can experiment with their world and grow to be a controlling and active part of it. As they grow older they tend to become self-conscious and have to be led gently back to the spontaneous use of physical improvisation and to the spirit of play in the other art mediums.

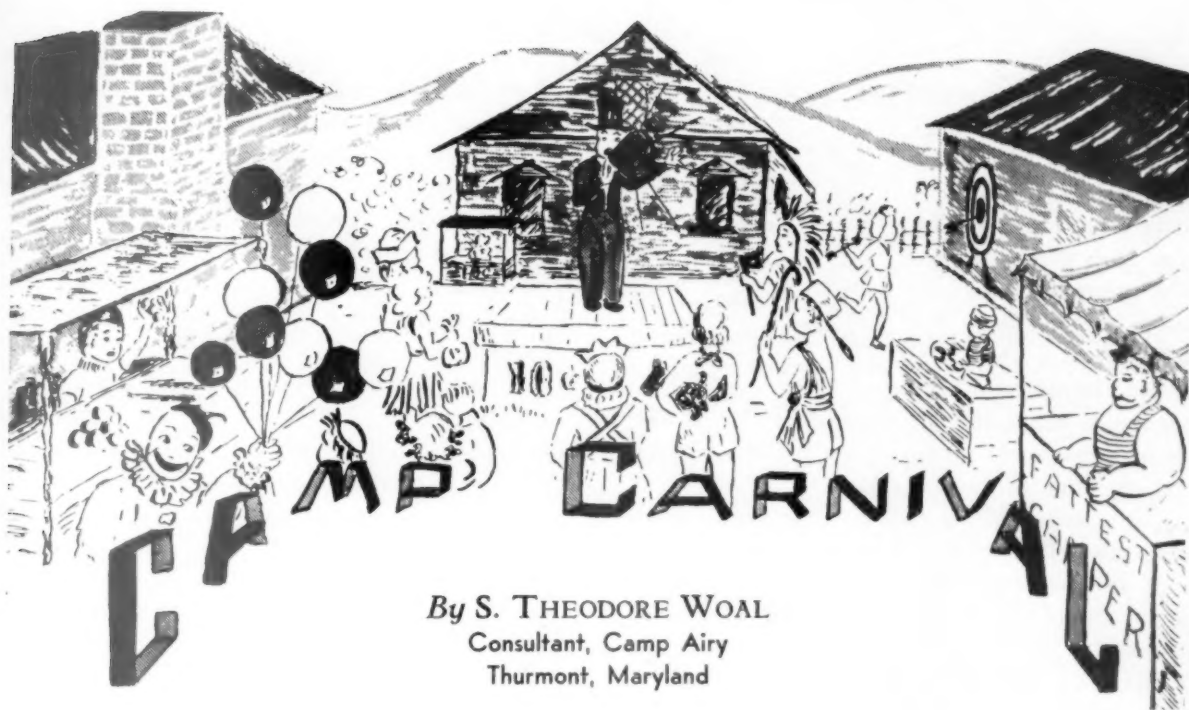
When the group engages in physical activity resulting from a common feeling about an experience which has been shared by all, and as each member goes through the motions in her own way, *typical* motion patterns grow and reflect a rhythmic understructure giving the group a unity of motion. The sound accompaniment, if sound is used, weaves a framework in and around and under the movement either heightening the activity or leading it into new directions. The moving forms then take over again and carry still further the unfolding activity of the group. So, sound and movement interact and develop through mutual give and take. Both are inspired and guided by the force of the feelings and ideas about the original activity-theme.

The girls learn to find new shapes and patterns for the human body. They discover the rhythm of their own bodies. They learn to be sensitive to group rhythms and to order that rhythm to fit their *inner* need or to adjust their bodies to the *outer* needs of musical sound or experienced idea. The difficult spots encountered in improvisation then become the easily understood basis for later technical drill and discipline, of problems solved consciously as they come to light.

### Realization of the Idea

Once the girls have lost physical and emotional self-consciousness and are no longer "afraid" of

(Continued on page 156)



By S. THEODORE WOAL  
Consultant, Camp Airy  
Thurmont, Maryland

"STEP RIGHT UP, Ladeez and Gentlefolk." The barker—in high silk hat, long tail coat, and handlebar moustache—bawls his old, old invitation with all the skill of the professional—and much more enthusiasm. His invitation is open sesame to the world of freaks and fireworks, hot-dogs and ice cream cones, games of skill and chance, fun and fancy run riot. In his domain are the fattest and the thinnest, the six-toed wonder, the man ten feet high. Gaily decorated concessions are there, and Indians afoot and gypsies on horseback, cowboys and farmers and city slickers, photographers with their tintypes, concessionaires and their sideshows, turtles lined up by their trainers ready for a race. Carnival!

A carnival it is, but a carnival with a difference. The barker, the freaks, the concessionaires, the photographer, the gypsies and Indians and city slickers and all the rest are members of Camp Airy and Camp Louise, boys and girls from eight to fifteen.

More than 700 campers thrill to fun and entertainment of their own making. Their eyes—laughter-filled, their obvious joy, the enthusiasm with which they toss darts at inflated balloons and exhibit prizes won are fitting reason why the carnival has taken a high place in the traditions of the camps, why it is a highlight of camp season.

From the beginning, the carnival has been a cooperative and democratic enterprise. It is initiated, planned, organized, developed, executed by the campers under counselor guidance. The camp

is organized by bunks. Each bunk elects a representative to the camp council which exercises all the functions of government necessary to the community. This system is a "campway" originally set up at the request of the campers. And it is this system which is brought into play when carnival time rolls round.

Part of the fun of the carnival lies in the suspense of wondering what it will be like this year. In order to preserve the atmosphere of mystery and surprise, plans aren't even whispered about until five days before the show. Then the council puts its machinery to work. Chairmen, elected to head committees, call on the campers at large as their staffs. Responsibility is, however, clearly understood to be centralized in the hands of the council members. A list of concessions is prepared and each representative selects one, subject to the approval of his bunk.

At bunk meetings, the choices of concessions are submitted for approval. Plans are made and campers are detailed for the construction, outfitting, and operation of the booth. The representatives bring the bunk plans to the next council meeting and a master plan of organization and operation, based on the individual plans and the additional suggestions of the council as a whole, is drawn up and forwarded to the director of the camp for approval.

When the master plan is approved, the actual work gets under way. In putting the plan into action the camper has complete freedom of expres-



sion. He is encouraged to improvise and suggest. Barkers write their own spiels. Tumblers make their own set. The glee club writes songs. The campers create costumes. Conferences are held between the committee heads and the counselors about the placing of orders for materials and equipment necessary for the construction and operation of the concessions.



The activities of the various departments of the camp are well integrated. Campers seek the assistance of the crafts department in constructing equipment, of the art department for graphic illustrations. The dramatic department trains the barkers, the athletic department helps tumblers and acrobats perfect their technique. The music department trains the glee club and helps the rhythm band in its rehearsals of carnival music. The newspaper committee works on the special carnival issue of the camp paper, reporters interviewing the "artists," the chief barker, the production manager, the major domo. The publicity committee paints signs and posters advertising the great day. The entertainment committee solicits talent. The finance committee designs some form of script to be used for admission to the booths and for the purchase of refreshments. (The purchase of script is limited to fifty cents a person. This is sufficient for the evening's fun. The venture is usually self-supporting. Should a profit accrue it is contributed to some charitable organization.) Everyone is busy and happy.

During this stage of the preparation, the camp's routine swimming and rest periods are used to counterbalance the tendency to over-excitement and consequent fatigue. Twilight and evening mass activities are tuned to the carnival spirit, but they are planned to quiet rather than to stimulate excitement. Nevertheless, enthusiasm rises in proportion to each idea suggested by the campers, to each nail driven into a carnival prop, to each word composed for a carnival song.

Saturday is a busy day. The booth construction crews from each bunk assemble after morning cleanup with hammers and nails, *ra-rin'* to go.



Under the supervision of the council construction committee, booths are erected and outfitted. Discarded Indian blankets, kept especially for this purpose, crepe paper, bunting, and a hundred odds and ends appear. Game boards are installed. The electrical crew strings colored lights and streamers. The publicity committee puts up billboards and posters. By noon the carnival grounds are a mass of color.

The afternoon rest period is prolonged as an added precaution against fatigue. At flag lowering, one or two of the features of the carnival and the chief barker appear in full costume for the first time. The barker gives his spiel on the fun in store for the evening. The special carnival edition of the camp paper is distributed during the evening meal. Only ice cream for dessert keeps the campers in their seats until supper is over!

Seven P. M. The grand parade! Cowboys, gypsies, the wild camper from Borneo in his cage, other attractions line up. The major domo leads the rhythm band. The march to the carnival grounds begins, campers cheering on the side lines. The king and queen of the carnival (elected by popular vote) are crowned. The entrance tape is cut. *The show is on!*

The carnival uses the diverse interests and skills of all the campers. It gives to each one status, a feeling of belonging, of having made a contribution to everybody's fun. From the six-toed freak—the hit of the show—to the lad who carried the nails and held the hammer when the booths were built, each camper's peculiar gifts have been recognized and put to their proper use. In almost every aspect the carnival can further the central aims of the camping program—guiding young people toward creativeness, self-reliance, cooperation, responsibility.

When the last hot dog and ice-cream cone has been eaten, the last "side-show" closed; when the band has played its final number and the campers—a bit reluctantly, perhaps—have put out their lights and gone to sleep; when the long day is over at long last, and the carnival has passed into the pleasant limbo of happy memories, the members of the staff can feel that they have done a good job.





# So Went the Summer

By MARY L. NORTHWAY

**D**ETOURS are always more exciting than highways; the unexpected more exhilarating than the foreseen; or, if you prefer Burns' words to those of Northway, "The best laid schemes of mice and men gang aft a-gley." With such a thesis to defend, let me tell you about our summer.

We go camping. I use the verb, not the noun, deliberately. We have no camp (for definition thereof see government regulation number 96B-7810K2 or whatever it is in your state), we have simply a cabin (14 feet by 12 feet), a few tents, two magnificent outdoor fireplaces—handbuilt by us and our more easily influenced friends, and chains and chains of little lakes set in the pine woods of northern Ontario. We camp for about ten weeks each summer and during this time we are hewers of wood, drawers of water, luggers of ice, stokers of fires, amateur foresters, and enthusiastic canoe trippers. Man's basic needs, they say, are shelter and sustenance. The shelter is adequate—at least the roofs don't leak—and the sustenance is sufficient—at least we think our meals are very good. For the entire summer these are prepared on the outdoor fireplaces and after one has cooked 210 meals (10 weeks, 7 days a week, 3 meals a day—you do it) for two to fifteen people one looks at the campcraft books with superiority if not with scorn. And we fear the campcrafters would look at us with both scorn and superiority for, let me confess, we do not soap the pots nor lay the twigs, fuzz sticks and larger timber according to any recognized designs. But, by heaven, our fires go—usually.

Of course we have an indoor stove for rainy weather. It has four holes, an oven that has never, never reached 300 and a wood box that has acquired a bad case of neurasthenia and never gets "het up" over anything. As we bought it second-hand for \$7.50 from the brother of a well-known camp director, this is not surprising. We treat it as an ornery child and when it rudely puffs torrents of smoke into the little cabin we feel like a couple of loving but ineffectual parents saying to a small child, "My, I am disappointed in you." Consequently, unless there is a hurricane or a snow storm, we cook outside. This gives us our basic exercise requirements, for the refrigerator is located behind the house, the fireplaces at the side,

the dishes inside the front door and the main dining table several yards to the front. Inefficient, very, and we are always going to do something about it. In fact every guest suggests it, but actually it's terribly efficient. Everyone else has to take guests walking or climbing or paddling to be sure their muscles are benefitting by the summer opportunities. We only have to allow them to get a meal. This sets up a deplorable competitive spirit, for as everyone wishes to provide a meal a little better than everyone else, we benefit appreciably.

Who are we? Well, there's Flora, who runs a nursery school all on the best established scientific principles and there's me who teaches psychology to wide-eyed university students, and there's Bingy who's a Boston bull, very clever, very coy and a credit to neither a nursery school principal nor a psychologist. However, he is an excellent camper and can swim magnificently. Then there are guests of various ages and abilities, and during the summer there are twelve campers. They come in groups of six and we take them on canoe trips and because we have them we are allowed to call ourselves members of the Camping Association and talk of "our camp." Both Flora and I have been to camps for years. I started as a small child and I loved it. Everything from sleeping on the rocks to learning to tie ten knots intrigued me. I would never have stopped going except for the fact that in later years I became so involved in designing record systems and arranging who should go where, when and with what equipment (program directing, I believe it is called) that one day a child in a surprised voice said, "Gosh, have you ever cooked bacon and eggs outside?" So then I decided that if I was ever going to go camping again before rheumatics set in I had better begin now. So we did.

Think of it, oh busy camp director, ten weeks with nothing to do but swim and build and plant trees and go on two canoe trips. No priorities to worry about, no problems of getting personnel, no advertising, no bookkeeping except in an exercise book, and no program to organize. No money, you say. No, no money except to meet expenses and, ha, ha, no taxes either! No counselors' meetings and no cook to rule us. No talks on

"the psychology of adjustment" and no Sunday sermons.

What is there then? Ten weeks with infinite time for loitering interrupted only by trees that always need clearing, trails that must be cut and improved, lakes we have never explored, canoes that always have to be painted, shelves just asking to be built, wood which must be cut and berries that have to be picked. Then there are maps which have to be followed, books which beg to be read and a gramophone with records from "The Saint Matthew" to "Oklahoma," and of course there are the campers and the canoe trips.

Each spring we look forward to a long session of leisurely loafing with hours and hours for basking in the sunshine and for reading all the literature befitting a professor of psychology and a nursery school director. Each summer I intend to make a very intensive study of the psychology of the adolescent, using our twelve as suitable case material, and Flora promises she will prepare papers on the equipment and nutritive requirements for a seven day canoe trip. Last year I toted up "The Principles of Systematic Psychology" (964 pages) and Flora took "Nursery School Education." Somehow, as soon as we pass the city limits our I.Q.s fall by 30 points and we begin to suffer from the delusions that theories of psychology and the preparation of papers for learned societies are unimportant (What utter nonsense!) and that the only realities lie in the planting of pine trees and painting the cabin. The psychiatrists, I believe, call these sudden changes in sets of values a crisis situation. If so, we have two each summer, one when we go north, the other when we come back. My only worry is I am never quite sure which is the delusion and which, oh my erudite friends, is the truth. (Are you?)

If our plans for intellectual pursuits are frustrated by our temporary (?) lack of intelligence, our plans for restful leisure are likewise defeated by all those things which simply *must be done*. Compelling motives I believe these are called. For instance, there was that lovely summer afternoon entirely devoted to the roasting of a chicken. It happened like this. Some friends of ours were driving up the highway that passes the end of the lake. Like all our friends they believe we are slightly out of our minds, which may be true, but unlike others they apparently believed, in addition,

**"No counselors' meetings and no cook to rule us. No talks on 'the psychology of adjustment' and no Sunday sermons." Of such a camp as this and of its joys Mary L. Northway wrote in November 1944 for *The Camping Magazine*. Her story of just going camping is reprinted by permission of the editors who "saw it first!"**

that we must be starving, which is never true. Anyhow, they left a basket-filled-with-goodies-for-the-deserving-poor with Henry. Henry keeps some tourist cabins up by the bridge. He can't see so good and he's had his leg

broken in nine places, but he is our counselor, philosopher and friend. He also fells our larger trees and conveys his own version of the latest war news from his radio to us so we always know that "the Germans ain't doing so good" or "the Russians be doing real fine now." Anyhow, Henry brought us the charitable basket containing one quart of maple syrup, one bar of bitter chocolate, one bottle of maraschino cherries and a chicken. Also a note from our friends apologizing for not being able to come in themselves. (I fear they knew the relative locations of the refrigerator, the fireplace and the china and were afraid.)

A chicken is not a treat in our lives; it is an event. We have cooked practically everything in our dutch ovens from nine pound roasts to apple pies, but none of us had ever done a chicken over an open fire. (Was our campcraft training deficient? Or have you?) I got our cook books. We have two: the Boston, which Flora once gave me for Christmas and I, expecting a rousing novel, was disappointed, and the Pocket, which I bought and often read in rest hours. We looked up Chicken, roasted, stewed, fried, fricasseed, and pie, and decided roasted. We looked up stuffing and we three (Helen, who also runs a nursery school, was with us) organized the preparation. Then, to our horror we found the chicken had not been drawn! Much to our despair we discovered that nowhere in our very wide training in psychology and nursery education had any of us ever drawn a chicken. Nor did Barbara Ellen Joy's complete articles or Catharine Hammett's ABC's of camping give us any clue. However, a psychologist who is never baffled by a conflict situation should never be by a mere chicken—indeed our whole training prepares us to draw things out—so I simply looked up the index of the cook book, found fowl—methods of drawing, read the instructions clearly and carefully twice to Helen and Flora, and then went for my afternoon siesta. At three-thirty when I awoke they were still looking for the lungs. Supper was delicious—except for the fact that the chicken's legs fell off when we

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# Adventure in Democracy

By LOUISE ADLER

**W**ORK FOR WORK's sake rarely appeals to the adolescent boy or girl. Creative work with a challenge is enthusiastically hailed by young people. Boys will be eager to spend hours over a hot stove and girls will lay floors and shingle roofs if there is a reason and they have been in on the planning. This has been the experience of Camp Juvenile during the past six years. Camp Juvenile is a co-ed, cooperative work camp, designed for adolescents only.

On the first day of camp everyone meets in Council. Staff members as well as campers have only one vote apiece, and wherever possible the staff remains in the background. After a brief discussion on cooperatives, their successes and failures, the Council sets up its own laws. When shall we start the day? At first everyone votes to get up at eleven o'clock. No one discourages this idea, but as the activities of the day are planned, everybody suddenly realizes that there won't be time, so rising time is gradually pushed back to seven o'clock. Thus we set schedules, safety and health rules, social conduct procedures.

Then the major work projects are considered. What, in the way of construction, is needed most or first? Can we afford it? Is our construction counselor skilled for the particular work considered? Before the day ends each cabin chooses a Senator. The Senators meet in the morning with the staff members and a working schedule is arranged

together. Every camper takes his turn in the kitchen, at cooking, serving, dish washing, cleaning. And every camper is assigned to a constructive job. Three construction projects are kept underway simultaneously so that these assignments can be tailored for skill and physical endurance to the individual camper. Each boy and girl spends two hours a day on construc-

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Building a path at Camp Juvenile





# What They Say About Camping

"IN THE SUMMER CAMP there is a chance that the younger generation may recapture some of the values precious to men of olden times and almost forgotten by the city dweller. Every child has a right to the ancient heritage of strength and joy that flows from emotional experience of nature's moods."—From *Camping and the Community*.

"The most valuable parts of a camp program are those in which there is the greatest possible camper participation."—From *Camping with Crippled Children*.

"If one were asked to choose the most desirable objectives for camps, the development of tolerance and understanding of the viewpoints of other people, the development of work habits and skills, and of physical and mental health would stand high on the list."—George F. Zook.

"The end of camping is not that we be ceaselessly active out of doors, but that activities be selective and gradual, and that they find their expression on trails that have no end."—From *Camping Today*, Camp Fire Girls.

"Camp can meet the need of a camper for friendship, appreciation, group association, and adventure; for the satisfaction of curiosity and for new experience. That setting which helps him in these satisfactions becomes meaningful and is charged with a compelling drive to act, to do, to live."—Louis H. Blumenthal.

"The camper learns the trees and plants and wild life. He sees the wonders of the skies and knows something of the mystery of the stars. . . . He knows how to live comfortably in primitive conditions. He is healthy; he is natural and spontaneous and, trained in the game of clan, learns to be loyal and considerate."—*Detroit Recreation Camp*.

"To me camping means the educational and recreational process of understanding and enjoying natural conditions, putting man against nature and discovering the freedom which lies in compliance with what are literally the laws of nature, and spiritually the laws of God."—Charles W. Elliott III.

"No camp can have a complete camp program without art . . . for it takes art to round out the astonishing experience of living out of doors with friends."—Abbie Graham in *Working at Play in Summer Camps*.

"The all-inclusive objective of a camping experience is to make the life of the camper healthier, richer, and happier."—From *The Child Goes to Camp* by Sidney J. Crawley.

"That camp is educating for spiritual growth whose members live in an atmosphere of vitalized beauty, where . . . that inner wealth which makes creative activity possible is being constantly enriched by association with rich personalities."—From *The Place of the Organized Camp in the Field of Education*.

"Camp activities grow out of the child's need. To visit the heron rookery on an island he must be able to canoe. There cannot be safe canoeing without certain ability in swimming. To go swimming he must obey certain food laws. Each step is a vital part of his existence. Out of such experiences come growth."—William G. Vinal.

"This then, is the role of camping today—the promotion of joy, health, social growth and education, all toward the end of training intelligent, informed, functioning citizens in a democracy accomplished through living in the out of doors under guidance."—From *Camping Magazine*.

"Realization is coming that camping is close akin to all our efforts to rebuild society and rehabilitate our civilization. All youth should be taught how to live the good life."—Carlos Ward in *Organized Camping and Progressive Education*.

"Camping with children has tremendous possibilities for feeding the bodies, minds, and spirits, and for making them grow."—From *Camping Today*.

"Camping has served to give a new meaning to education, lifting it from a cloistered world of theory into one of realism and everyday experiences. Camping has operated as a liberalizing and progressive force in American education."

—John W. Studebaker.



# Research and Restoration by Boys

**A**T THE BEGINNING of the nineteenth century the Wappinger Indians were still camping near Carmel, New York. In 1812 their last settlement was disbanded. Weather and time obliterated all traces of their sojourning. But the legend of their unhappy tenancy lingered through the years.

Some 130 years after the last Wappinger campfire had burned itself out, a group of boys,

**By ALBERT B. HINES**  
Executive Director  
Madison Square Boys' Club  
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village seemed to be an ideal project for some of the boys of the Club. During the winter they could go researching for the information that would enable them to do the

actual reconstruction when summer came.

The boys dug into the history of the Wappingers and gathered as much information as possible from written records preserved in libraries.

When they had digested this data they went to

**Cooking after the manner of the Wappinger Indians**



under the direction of an older leader interested in Indians and their lore and customs, began to seek out the available facts about the Wappingers and the confederacy to which they gave their tribal name. The boys were members of the Madison Square Boys' Club. The Club's directors had decided upon a new educational project for the Clear Pool Camp, whose property lay over the original Wappinger site. A reconstruction of the Indian

the Indian Museum and studied there a model of an Indian village. They learned their lesson well enough to reproduce the model in miniature.

In the early summer—before camp opened—the youngsters went to Clear Pool on weekends. With the help of the caretaker they cleared a level spot on the lake shore about a hundred yards away from camp. After camp opened they lived on the

*(Continued on page 167)*

# Camping and Governmental Agencies

By REYNOLD CARLSON  
National Recreation Association

**T**HE TIME IS COMING when camping experience will be considered a normal part of

the experience of every American child. Educators, social workers, recreation leaders, and health authorities recognize the values of the organized camping program for youth. How the camping experience can be made available to more American youth and how the objective of simple living together in the out of doors can be attained are problems to be faced in the postwar period.

During the war years camp facilities have been crowded to capacity. Many cities have been unable to care for the great numbers of young people seeking a place in camp. Higher incomes, with fewer opportunities for family vacations because of parents in service and industry, are no doubt largely responsible for this demand for camping.

As during prewar years, camping opportunities have been available to the "well-to-do" through private and organization camps. Social agencies have provided, at more moderate fees, camping experiences for the so-called middle classes, with some inclusion of youth from the lower income groups. Some welfare camps have provided good camping for the handicapped and for children unable to pay camp fees. However, the percentage of youth having the opportunity to participate in summer camp programs is still small, and even the moderate fees of some camps are prohibitive to many children who might profit from camp experiences.

From 1935 to 1937 it was estimated that eighty-two per cent of American family groups earned less than \$2,000 a year. A family of five in such an income group would find it very difficult to provide any but the most modest camp fee. Though postwar income levels may be higher, many families will still find camps too expensive a luxury for their children unless some financial assistance to camping is given so that it can function at a lower cost, thereby making possible the inclusion of children who would profit most from such experiences.

It is evident that if camping

is to be made available to a substantial percentage of American youth, public assistance will have

to be provided. Such assistance will not mean a decrease in the camping programs of private camps and social agencies. Instead, all of these should profit from the increased interest in camping resulting from the development by public groups. Private agencies will generally have something distinctive to offer in terms of leadership, facilities, and program. Moreover, most public programs will, in all probability, provide a short-term taste of camping rather than a complete camping experience.

## Municipal Recreation Departments and Camping

The Recreation Year Book of the National Recreation Association reported 228 different camps being operated by municipal recreation agencies in 1942. These figures include youth camps, family camps, and day camps. Some of the camps on the Pacific Coast have been in operation for more than twenty years and have experimented with various types of camp programs and organization. Some municipalities provide camp facilities for the use of other agencies. In addition to the camps operated by municipal recreation agencies, there are special camps operated by public welfare and health agencies, generally for handicapped or special groups.

**Municipal Family Camps.** The majority of the larger Pacific Coast cities operate family camps, some of them in as many as three separate locations. Often these camps are located on U. S. Forest Service property where, under long-term leases, the cities erect the necessary facilities. In other cases the property is purchased by the city or operations are carried on on leased private lands.

The use of each camp is generally limited to residents of the city supporting it, and the rates are generally so fixed that the operating cost of the camp is met or very nearly met by such fees. Facilities are generally simple. In many cases families live

This summary suggests some of the ways in which governmental bodies—municipal, county, state and federal—are concerned with camping, with particular emphasis on what local governments are doing. No effort has been made in this discussion to mention the part schools may play in camping, as this phase of the movement is still in the experimental stage.

in house tents that may be taken down and stored during the winter months. Meals are served by the camp so that mothers will not find it necessary to spend time cooking. The camp program varies greatly. Some events are planned for camp groups — evening campfire programs, organized hikes, excursions, and some social events. Generally campers are free to do as they please in family groups or groups of friends. The camps of the cities of Oakland, Berkeley, and San Francisco, California, are good examples of this type of family camp program.

Increased pay, a short working week, wages on an annual basis, and vacations with pay in the postwar world will affect the vacation habits of great numbers of city dwellers. They may make possible family camping on a much larger scale, if such camping can be made available at a moderate cost. Increased facilities for low-cost family camping may well be in great demand in the postwar period. We are in great need in America of encouraging those things that families can do together. Because vacations of working parents are generally short and school vacations long, attendance at family camps will still allow plenty of time for children to participate in organized youth camping programs.

**Children's Camps.** A great number of cities operate children's camps as a part of the municipal recreation programs. In some of the western cities these camps are operated in conjunction with the family camps. The city of Oakland operates its children's camp in an area adjacent to its family camp. Other cities operate separate children's camps with much the same type of program as that found in the camps of the semi-public youth-serving agencies. Such camps may be designed to care for children from families of low income, although the majority represent a fairly good cross-section of the youth of the city. Rates are generally somewhat lower than those charged by most camping organizations, and usually some extra funds are made available from private sources to care in whole or in part for the expenses of children who would not otherwise be able to afford the fee.

The following descriptions of children's camps



*Courtesy Detroit Department of Parks and Recreation*

#### Blanket trouble

of two cities indicate patterns under which others may also choose to operate:

**Columbus, Ohio.** Camp Indian Village is a city-owned and operated camp located on the Scioto River about eight miles from Columbus. The 1944 season was the eighth year of its operation by the Municipal Recreation Department of Columbus. One hundred children and leaders can be accommodated at one time. The summer is divided into five two-weeks' periods, with two periods assigned to girls' groups and three to boys'. The periods are designed to accommodate different age groups, so that the early summer periods care for the younger children and the later periods the older. A fee of \$7.00 per week is charged each child.

**Battle Creek, Michigan.** The Kellogg Foundation of Battle Creek has developed three camps on lakes within a few miles of the city. On these areas the Foundation has for some years been experimenting with school camping on a year-round basis and summer camping by special groups. During the year of 1943-44, all the students of Lakeview School were provided with a two weeks' camping experience at the expense of the Foundation.

It has been the intention of the Kellogg Foundation to experiment and then to encourage local community groups to develop their own



camping programs. One of the steps in this direction was taken last summer when the St. Mary's Lake Camp was turned over by the Foundation for a five-year period to a newly-created St. Mary's Lake Camp Association. This Association was organized on a county-wide basis with two superintendents of recreation and three superintendents of schools on its board of directors. The superintendent of recreation of Battle Creek was appointed director of the camp. The Community Chest of Battle Creek made \$6,000 available to defray any deficit in operation for the first summer. A fee of \$10.00 per week was charged each child. Children were registered for two-week periods. Funds were secured from local civic clubs to provide scholarships for children who could not afford the \$10.00 fee. In its first summer of operation, six two-week periods were designated, thus providing a camp experience for nearly 600 children, as the camp could accommodate about 100 children at each of its periods. Both boys and girls were in camp at the same time.

**Day Camping.** The greatest expansion in the municipal camping field during recent years has been in the field of day camping. Sometimes such camps are operated in city parks on a neighborhood basis, with the camps located near enough to the children's homes so that the transportation problem is not a major consideration. In other cases the camps are located in outlying areas, with transportation provided by public utilities or by buses owned by city or school departments.

The term "day camping" in its best sense means a camp-type program of outdoor living carried on for an extended period of time with the same group of children participating throughout that period. In many of the day camps children hike, swim, participate in nature and camp craft activities, cook their own meals over camp fires, conduct campfire programs with singing, informal dramatics, and similar activities.

Excellent day camps have been conducted in areas with limited natural features where leadership has had vision and ingenuity. The more natural the surroundings, however, the easier it becomes to make a worthwhile camping experience.

Day camping often serves as an introduction to camping for many children and helps them develop interests and skills in outdoor living. In many cases it leads to the desire to participate in the

organized camps away from the city. One of its chief advantages lies in its relative low cost and the possibility of reaching great numbers of children who would not otherwise have camping opportunities. Yet day camping is not necessarily a mass activity. Probably many small camps should be operated rather than fewer large camps.

Many cities are now considering the development of specific day camp areas and facilities as a part of their postwar planning program. Such plans should include provision for leadership and transportation as well as proper areas. Cities that can provide transportation as a part of their program will find much greater success, particularly when outlying areas are used.

In many cities the city parks are being used by other agencies in their day camp programs. The Girl Scouts in particular have done a great deal with day camping and have in many cases found city and county park areas suitable for use by their groups. Cities might well give more consideration to providing the right kind of areas for these groups to use and to giving all encouragement possible to the development of their programs.

#### Cities Provide Facilities for Use of Other Groups

Some cities have found it wise to provide facilities for use by other agencies rather than to operate all of the programs themselves. The Los Angeles High Sierra Camp facilities have in recent years been made available to organizations within the city in order that they might come in with their own leadership and program. Such groups as the Y.W.C.A., the 4-H, church groups, P.T.A., and others who did not have facilities of their own or who needed more facilities than those they operated found this camp an excellent place for their programs.

Other cities as a part of their postwar planning are contemplating the development of facilities and areas for the use of such groups or, in some cases, are planning the securing of areas with a minimum of developed facilities for the use of groups interested in primitive camping. Every city needs in its environs places where small groups—a scout group, a church club, or just a group of older boys—can go for overnight or week-end camping. Safe water and adequate garbage and sewage disposal may be all that is necessary in some places. In other places it may be desirable to have shelter varying from the open Adirondack type to a lodge



type equipped for winter camping, to accommodate fifteen or twenty people.

### County and Regional Contributions to the Camping Field

There has been a definite trend toward county and regional park and recreation developments. Union County Parks in New Jersey, Dade County Parks in Florida, the Metropolitan Park System in the Cleveland area, the East Bay Regional Parks in California, the Cook County Forest Preserves in Illinois, and the Milwaukee County Park System are six such units that have made contributions to camp facilities and areas. In most cases their facilities have been used by day camp groups and for week-end or short-term camping. Some of the developments of this type, however, offer great promise of providing camping facilities near large centers of population. Generally they have the advantage over city park systems of providing more natural areas that lend themselves to better camping.

In most cases these county park systems do not operate camp programs themselves but do provide facilities for others to operate. Many of them now have or expect to have naturalist services and trailside museums that would be a great addition to camp programs.

### State Agencies and Camping

Several state agencies have made contributions to the camping movement. Notable among these are the state parks, and the extension divisions of the state universities. State park areas and, in some cases, complete camp facilities have been provided for the use of camp organizations. Through the state universities help has been given to the 4-H camping movement, and in addition many universities have given leadership training courses and technical help in the development of camp facilities and programs.

### Federal Agencies and Camping

The federal government, through various departments and divisions, has increasingly manifested its interest in seeing that camping opportunities are made more widespread. The Children's Bureau and the U. S. Office of Education have both endeavored to stimulate camping on the part of schools, other local public agencies, and the social agencies. They may well, during the postwar period, be expected to exercise their influence in the expansion of camping opportunities.

**Extension Division, U. S. Department of Agriculture.** For many years the Department of Agriculture has been giving direct assistance in the camping field through the 4-H movement. The program operates through the extension divisions of several state universities. Camping has been organized by the extension division specialists for 4-H youth, older rural youth, and adults.

**U. S. Forest Service.** The U. S. Forest Service, particularly in the west, controls some of the areas best suited to use by organized camping groups. In many national forests camp sites have been leased to private, semi-public, and public agencies for camp developments. The trails, roads, camp grounds, and other facilities have also been of inestimable help in the programs of camp groups in or near the national forests. In addition to providing areas, the Forest Service has furnished organized camp buildings and facilities for lease to agencies operating the program. It has here been the policy of the Forest Service to provide a basic facility, while the program is administered entirely by the operating agency.

**U. S. National Park Service.** The development of fifty-two recreation demonstration areas by the National Park Service during the 1930's was one of the most significant facility developments in the camping field. These areas illustrate the possible use of sub-marginal land near large centers of population for camping and other recreation purposes. The basic facility was provided by the federal government, and at a reasonable fee was leased to private and public agencies for program operation. It was the intention of the National Park Service that these areas would be acquired by the states and incorporated into the state park systems. As of 1944, many of the states have assumed this obligation, although the financial situation of many of the state park systems has not been adequate for the maintenance of the areas.

Like the Forest Service, the National Park Service provides camp facilities for the vacationist. These range from the well-developed camp grounds to the most primitive areas.

### Trends and Conclusions

There is a definite trend in the direction of including camping as a part of the programs of such public agencies as park and recreation departments.

Camping at present reaches only a small percentage of the nation's children. Only through a great increase in funds available can the camping

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Print by Gedge Harmon

## The City Looks to Camping

**"REAL, RUGGED CAMPING."** Wethersfield, Connecticut, is a residential town of 10,000 population located south of Hartford, the capital of the state. In 1943 the Wethersfield Board of Education expanded its educational services to include a summer recreation program, and to this end four centers for children of elementary and junior high school age were operated. The programs offered at these centers were patterned after the type of program traditional throughout the northeastern section of the United States.

The members of the staff concerned with this summer recreation plan decided that boys and girls who did not have the opportunity of going away to a summer camp should have camping experience as part of the local program. Thus was born the idea of the Overnight-Stay-at-Home Camp at Wethersfield.

The overnight camp was held at Mill Woods Park, a wooded recreation tract owned by the town but not yet developed for recreational programs. The agenda included swimming, sleeping under canvas, cooking out over an open fire, camp fire hour, and group games.

Over a hundred youngsters of elementary school age had their initial experience at outdoor, overnight camping in connection with this activity in 1943.

As we look back on the experience we feel we were of strong courage to undertake it as part of the public recreation program. It was real, rugged camping. Pup tents borrowed from local scout troops were pitched at the edge of the woods in a cow pasture. Each camper brought two blankets,

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**CHILDREN'S SUMMER CAMP.** During the summer the municipally-operated camp can be the answer to many a war working mother's problem concerning a vacation for her children away from the city. Families who formerly went to the country or to nearby lakes for their vacations were unable to continue the practice because of gas rationing, the employment of mothers, and other conditions.

Detroit's Children's Summer Camp located about forty miles northwest of the city, covers 314 acres which includes a forty acre lake and ten acres of woods. Many improvements have been made in the facilities and arrangements, and a beautification program has resulted in a very attractive camp layout.

The camp was operated as two separate units with the boys' camp on one side of the lake and the girls' camp on the other, each with a capacity for 200 campers. Children between eight and fifteen years of age were eligible.

No campers were accepted for less than a two-week period, thereby eliminating three round trips for the busses during the summer. The fee charged was \$24 for the two-week period. The camp operated for eight weeks.

Children were transported from Northwestern Field every second Tuesday. On arrival at camp they were examined by the camp physician, their ration books were collected, and they were assigned to cabins according to their age group.

Each cabin was in charge of a counselor who was the "camp parent" during the child's stay and lived in the same cabin with his "children." For

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# Fun in the Sun

By F. E. KARDES  
Chicago Park District

**D**AY CAMPS have sprung up in many places over the country in response to the need among youngsters for camping experience that cannot, for one reason or another, be met at regular summer camps. Day camps inevitably vary from community to community. Many smaller towns can find camp sites which differ relatively little from the sites of the summer camps and which allow for full nature programs and for similar activities. In other instances, in the large, congested cities where transportation systems during these war years are overcrowded and space is limited, it is not possible to take children each day to the "wide open spaces." That these boys and girls need to have some camping experience as much as any others is self-evident.

Even though day camps in large cities must necessarily "skimp" a little on some parts of the program, they can do and are doing much, through adaptation of the day camping program, to fill a need in the lives of city-bound boys and girls. This is evidenced by the work of the Chicago Park District which, in 1944 operated seventy such programs in the various parks of the city.

As a first step in planning the 1944 season, a committee of park supervisors and instructors prepared a mimeographed pamphlet suggesting methods and procedures covering publicity mediums, registration of campers, facilities (physical equipment and properties), organization and administration, program activities, health and safety together with sample schedules of camps operated in previous years.

A short institute was held for instructors who were to work in day camps. All of these instructors were skilled in specific fields. The institute covered subjects with which certain individual instructors were not fully acquainted such as drama, music and singing, crafts, nature lore, and junior



Photo by Chicago Park District

Hoping for a big one

first aid. Appropriate mimeographed material covering these and many other subjects was provided.

In order to accommodate large numbers of children with, in many instances, a small staff, the committee made a careful evaluation of the program to insure the best possible balance between guided and free activities for the "campers."

Each park planned its program in accordance with the particular facilities and personnel available. In some instances camps were operated for two four-week periods, giving an opportunity for new registrants for the last period. Other camps ran continuously for eight weeks. Some operated on a basis of three days per week, while others carried on camp activities for five days, local conditions governing the decision. In both cases Saturday was generally a day of special events, inter-camp competition, or trips away from the camp.

Most of the camps required that one of the child's parents accompany him at the time of reg-



istration, when the camp program and responsibilities of the camper were explained. Postcards were used to notify parents when a child was absent from camp, not for the purpose of securing an excuse but so the parents would not be under the impression that the child was at camp when he may have been elsewhere.

### Instructions to Leaders and Campers

A list of instructions for the guidance of the leaders and also one to be given the campers at the time of registration were formulated. Those used at one park are shown here.

#### Instructions to Leaders

1. Call all campers together for special instructions.
  - a. When a camper enters the grounds at 9:45 A. M. he will have constant guidance until 5 P. M.
  - b. Campers may not leave the grounds at any time.
  - c. Campers will participate in all scheduled activities and answer roll call.
  - d. A card will be sent to the home of all absentees, and the campers may not return without it signed by parents.
  - e. First aid will be given in case of accident and a card sent home explaining the nature and extent of the injuries. A regulation accident form must also be filled out.
  - f. Name tapes must be sewn on uniforms, towels, and bathing suits, and all lunches must be marked.

#### Fun in the sun with a sandwich



Photo by Chicago Park District

- g. Regulation camp uniforms should be worn at all times.
2. Divide campers into age classifications and assign counselors.
  - a. Midgets ..... 7, 8, 9 years
  - b. Juniors ..... 10 years
  - c. Intermediates ..... 11-12 years
  - d. Seniors ..... 13-15 years
3. Collect all milk money, check attendance and report absentees, pack lunches, suits, and towels in carton, have leader report with carton to control headquarters, report number of milks and turn in money at headquarters.
4. When the bugle is blown, all groups will assemble in squads in the center of camp for
  - a. Pledge to the Flag
  - b. National Anthem
  - c. Short workout (10 minutes)
5. Make an announcement each day telling the group where to report for the first activity.
6. Tell the children, upon completion of each period, where to go for the next activity and what it is.
7. Counselors will carry with them at all times, a complete program for the day and a roll book for each of their groups.
8. At 12 noon, all campers will report to the station where counselors and leaders deliver milk.
9. Two campers will be assigned each day as K. P.'s to clean headquarters.

#### Instructions to Campers

1. First official camp day will be Wednesday, July 5.
2. Camp will be held every Monday, Wednesday, and Friday from 10 A. M. to 5 P. M. with special tours and trips on Saturday mornings; Thursday evening campfires at 8 P. M. for awards.
3. All campers are to report at the field adjacent to the recreation building before 10 A. M.
4. Wear suitable play clothes (washable), and comfortable play shoes or gym shoes. A camp "T" shirt, to be worn at all sessions, will be issued each camper.
5. Bring your lunch and 5 cents if you want milk. Lunches must have names on them and must be checked in with your leaders before 10 A. M.
6. Bring your bathing suit and towel on Monday and Friday.



7. Flag ceremony will start at 10 A. M. sharp.
8. The group will be divided according to ages and sex, eight to ten, ten to twelve, and twelve to fourteen, and assigned to counselors.
9. Campers will take part in all activities unless they are sick. We recommend that each child be examined by the family physician before registration for this active program.
10. Parents are invited to visit the camp but should not interfere with the progress of the program.
11. In the event of rain an indoor program has been planned.
12. Do not bring or wear any valuables, as the park cannot be responsible for any valuables lost or stolen.
13. The campers will have the constant guidance of leaders.

The conclusion has been generally reached that it is advisable to charge each camper a nominal registration fee to cover the cost of materials used in craft and artcraft work and other small incidentals. This eliminates the necessity of daily collections and much bookkeeping.

Tags or some other means of identification are used to facilitate checking the roll of campers at the close of the day.

### Planning and Leadership

Each camp enjoyed almost complete autonomy. Suggestions and sample materials were furnished, but no rules were laid down for governing the operation and conduct of the camp. Each selected a name which, in many instances, included the name of the park where camp was held. Groups within the camp often chose identifying names—birds, animals, branches of the armed services, Indian tribes.

Volunteer leaders were extensively used to supplement the park staff. They were selected in most instances from volunteers who participated in the regular park programs. Where additional training was necessary, it was provided at the local park.

### Program

Programs varied in accordance with the physical facilities and staff at each park, but consisted of instruction and play and, where practical, achievement tests in:

Fishing	Softball
Boating and canoeing	Baseball
Woodcraft	Tennis
Nature lore	Archery
Amateur dramatics	Volley ball
Shadow plays	Track and field
Victory gardens	Horseshoes
Artcraft	Swimming

Storytelling	Water sports
Sandcraft	Baton twirling
Indian lore	Low organized games
Junior first aid	Commando courses
Outdoor cooking	Tumbling
Singing	Acrobatics (outdoors)
Rhythm bands	

Special events in practically all cases were planned by the campers themselves and consisted in general of intercamp competition, picnics, campfires, treasure hunts, tournaments, parades, powwows, water carnivals, trips to places of interest, circuses, carnivals, holiday programs and camp-closing ceremonials.

In planning the program it is important to consider what properties and physical equipment are available or may be secured and the following list has been found helpful:

1. Ground—space and location
2. Tents or shelters
3. Blankets from home
4. Outdoor grills or fireplaces
5. Cooking utensils
6. Chairs and tables
7. Games and equipment
8. Books and reference material
9. Craft material
10. Artcraft material
11. Oilcloth bags and sitters
12. Sports equipment
13. Sand—pool or lake
14. Beach umbrellas and tables
15. Toilet facilities, showers, and drinking water
16. System for checking clothing, lunches, money
17. Display cases
18. First aid equipment and supplies
19. Roving library
20. Rowboats and canoes
21. Flag pole, flags, weather signals
22. Life preservers
23. Casting equipment
24. Council ring logs
25. Nature trails and reference material

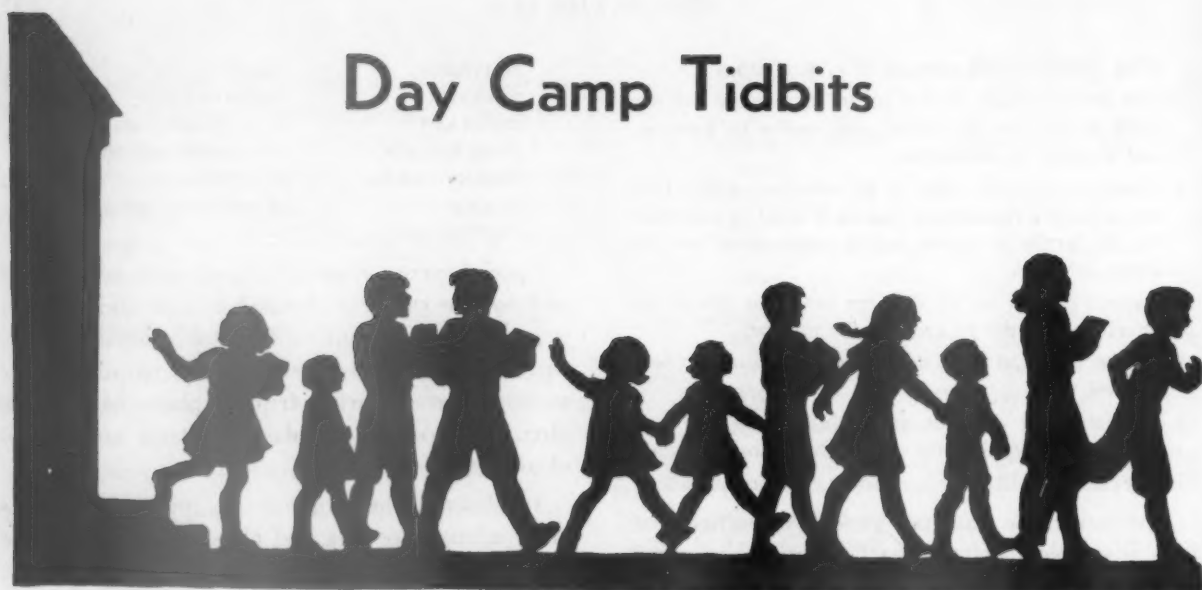
Program activities usually changed each hour, so that on an average day the camper would participate in six to eight different activities. In some instances the instructors would also change groups in accordance with his or her particular abilities.

In almost all of the camps the campers met regularly with their counselors and leaders to formulate the program and to give expression to their desires.

Free play periods were a regular part of all programs. At these periods the children entertained themselves with leaders present but in the background.

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# Day Camp Tidbits



Print by Gedge Harmon

**O**N THE POTOMAC. Washington is hot in summer—really hot! The heat descends like a pall over the city, damp, palpitating as it rises in waves from the asphalt and the concrete. Bodies and spirits visibly droop during the long, humid days and the nights that never quite cool off enough for comfortable sleep. Adult tempers get a little ragged. Children, not conscious of the thing that is troubling them, tend to nag when boredom and tiredness drag at them. In the old days when there was gas for driving and cars to drive in, the roads into Virginia and Maryland were crawling with cars come sundown. Driving gave at least a temporary relief from the oppressive heat. In the old days, too, children school-freed by June were sent off to the country or the seashore or camps, if their families could afford it. If they couldn't youngsters and adults alike suffered in what silence and patience they could muster.

Washington's parks have always been "the shadow of a great rock in a weary land." Now they are something more. Now they are refuges for the small fry of the city in nine day camp centers. There are six such centers for white children, three for Negroes. The program brings to these children the satisfactions of the woods—woodcrafts, nature study, outdoor cooking. Once a week all the campers are taken swimming. They or their parents must devise transportation to the water, but all the swimming places are safe and convenient and the children somehow get there.

To oversee the program and the campers there is a staff of sixty people. Ten days before the sea-

son opens this staff has a preliminary training course. Each week they have a regular training conference. All of them as they sit around the council ring are deeply interested in the well-motivated activities of the camp.

So, now, when summer approaches Washington parents look with less apprehension to the time when school's out, and the youngsters find an added impetus to anticipating those days of approaching carelessness.

## Gala Thursday in San Francisco

Although difficulties of transportation have made it impossible for many San Francisco children to spend their vacations in the country this year the Recreation Department has brought the country to San Francisco.

At the Gilman Day Camp, seventy-five children from a different Hunters Point Unit each week spend their days in a camp-like atmosphere.

After registering at the camp upon their arrival at 9:00 o'clock on Monday morning, the children divide into groups numbering from seven to ten, select their own camp sites and dig their fireplaces. It is interesting to note that children whose homes are situated near the water always make their camp in the hills, while those whose homes are in the heart of the city select their camp sites as close to the bay as possible.

The program offers a variety of campcraft activities. The Boat House has been converted into a craft shop where the children make flags for their camps, and are instructed in finger painting, water coloring, and clay modeling. All are taught how to

build camp fires and they take turns at gathering wood for the fires. Hiking is one of the most popular activities on the program. The individual groups never leave their camp sites unguarded and take turns at sentry duty.

A hot balanced meal is served the children at 12:30 daily which they eat picnic style on the lawns. At 5:00 P. M. all return to their homes.

Thursday is a gala day at the Camp, and the children all come in costume. Following a picnic supper, the children and their parents gather around the camp fire for a program of plays and skits.

The fact that the children show an average weight gain of three pounds per child, and the many requests for permission to attend the Camp a second week, are indications of its success.

It is hoped at the close of the war that the Day Camp facilities can be greatly extended to accommodate more children and more activities. However, for the present it is providing a real camping experience in the country for many children who have never been out of the city in their lives.

#### The Gypsies Are Here

Camp Conestoga, a gypsy camp resembling a day camp, was opened for the first time in the summer of 1944 at Anapamu Park, by the Santa Barbara City Recreation Commission. The main feature of the camp and the thing that gave it its gypsy nature, was the mule team and wagon by means of which the campers moved about. The team was lent by the United States Forest Service through Mr. Nash-Bouldon of the Los Padres National Forest, and the wagon was lent by a local citizen.

The camp was run on a schedule of activities five days a week. The schedule which was changeable to meet changing interests and activities, was as follows: Monday—Camp meeting day. Plans were made for the week's activities; Tuesday—Games and crafts; Wednesday—Trip to the beach with dinner being cooked either there or later at the camp; Thursday—Overnight trip to some spot within mule distance; Friday—Disbanding the trip; Crafts and games. Almost 300 different boys and girls visited the camp at least once during the summer. A total of 2,436 daily attendances was recorded. There was an average daily attendance of 51 children. Boys outnumbered girls about three to one. The ages of campers ranged from two and a half years to eighteen.

The program had a much wider range of activities and hence appealed to a much wider group

than the usual playground program. It included all the usual playground activities. Opportunities for the development of democratic qualities and for true recreative experiences were very much greater. This type of program might well be established in other areas of the city in place of the usual limited playground activities.

#### "Homefront Rest Camp" for Decatur, Illinois.

Because so many of the children's fathers, relatives and friends are in service, the military theme was used during the entire season of 1944. The woods were converted into a "Homefront Rest Camp." On entering the camp, the campers assembled at "Cassino" for an explanation of "G.I. jives" and "squeaks." The campers were divided into "Marauders" and "Wacs" and taken on "Terrain Survey" over the Eisenhower and Clark trails. While "snooping" through the woods, the campers were familiarized with the most common types of vegetation.

The creek which winds through the woods was named the English Channel. At noon the Marauders and Wacs gathered at Cassino for mess. Here the campers were issued noon rations and given instructions in fire building and cooking over an open fire.

Competitive examinations for ratings were held. These examinations included relays, throwing, carving, exploring, organized games, rope jumping, etc. Campers winning ratings were presented with them by the C.O. during the Court of Awards.

Each camper was given the opportunity to participate in a Chumfoo nature quest. The participants were given slips of paper, on which were listed the names of at least ten types of vegetation which were studied while hiking over the trails. The children became members of the Tribe of Chumfoo if they were successful in finding and identifying specimens on the Chumfoo list. Campers who qualified as Chumfoos were eligible to attend the Chumfoos reunion. These were overnight camping periods and were held on the last four nights of the camping season. For many it was the first experience of overnight camping.

**United Nations Day Camp.** 1944 was a tough summer for children in Rochester, New York. Many of them were seeing their fathers or brothers or neighbors going off to war—to war which, as reality, is outside the child's world no matter how much it may color his play. They were restless and uncertain, these youngsters. In the fever-

(Continued on page 163)



# No More Water Wings!

**G**ONE ARE THE DAYS when swimming was the orderly end-product of a disorderly process of wading, dog paddling, floundering through the initial stages of a "side stroke" learned by precept and example. In those ancient and honorable times learning to swim was accomplished more by good luck than good management. Now—as art and science—swimming is taking its place in the ranks of the "must" skills. Many an ole' swimmin' hole has disappeared into the limbo of things looked back upon by middle age as half-forgotten joys. In its stead modern swimming pools, scientifically equipped, hygienically chlorinated stand ready for the season's crop of green and seasoned swimmers.

## The Pool

It is in such a pool that Troy's youngsters—and oldsters, too, for that matter—learn correct form, the basis of which is breathing. The pool is a Bintz model, oval in shape and 120' x 80' in size. Its bottom is shaped like a spoon. The water's depth varies from three to nine feet. To caution non-swimmers, a life-line is extended across the width of the pool fifty feet from the shallow end. Numbers in block form indicate the depth of the water at various intervals. There are ten ladders evenly distributed around the pool making it possible for swimmers to enter and leave the water quickly. The two diving boards, one a three-meter (ten foot) board and the other one meter (three and a third feet) are situated so that they will not interfere with each other. A sliding board at the shallow end provides amusement for the youngsters.

The superintendent of the pool cares excellently for the 220,000 gallons of water which is the pool capacity. Hourly tests are taken to determine the alkalinity and acidity of the water. A double filtering system continually circulates chlorine at the rate of sixteen pulsations an hour and rids the

By **EDWARD A. WACHTER**

Superintendent

Troy Recreation Department

and **EMANUEL ELFENBEIN**

Director of Swimming

water of dirt or foreign substances.

The teaching of various swimming programs are made relatively simple by the physical structure of the pool. The Supervisor of Swimming and

Water Safety for the New York State War Council has this to say about Troy's pool: "It is the most practical municipal swimming pool in this area. I say practical because any municipal pool should be built with an aim to teach swimming. This is ideal. Look how clear it is. No child would get out of sight."

The pool was ready for use by 1926. For ten summers boys and girls, men and women, wandered in and out of its waters at will, to swim as swim can or just to cool off like the hippopotami in a jungle stream. But in 1936 the pool director, with the enthusiastic support of the city's newspapers, inaugurated the first of many "Learn-to-Swim" campaigns. That newspaper support was important because it enabled the Recreation Department to get word of the campaign to many people who would not otherwise have known of it. Every day for two weeks before the beginning of the lessons the *Record* newspapers ran stories on the advantage and the desirability of learning to swim. And every day on the city page there was a coupon for prospective learn-to-swimmers to clip out, fill in, and send to the pool director. The names thus sent in to the Recreation Department were recorded and the people they belonged to were notified when and where to report. In this way hundreds of Trojans embarked upon a career of swimming calculated surely to bring them

pleasure in the years to come, possibly in emergencies to get them out of waters deep enough for drowning the uninitiated.

## The 1944 Season

In the summer of 1944 the Learn-to-Swim program got off to a good start. War workers from Troy's industrial plants were enthusiastic. Youth agencies cooper-

Once upon a time learning to swim was a matter of good luck—at least for city people. If there were a lake or a river or a pool handy, boys and girls took to it—with water wings to help them get used to this new element. Now learning to swim is another story. Water wings and the dog paddle have been superseded and it's now possible to "learn to crawl in five easy lessons." The story of how swimming is taught in Troy, N. Y., is an example of what can be done by a community with an idea, imagination, and a plan.



Courtesy Oglebay Park

### At Troy it takes five days to make swimmers of beginners

ated closely with the Recreation Department in giving the youngsters under their guidance a chance to learn swimming through competent leadership and supervision. Red Cross and New York State War Council courses were available to swimmers who knew the fundamentals but wanted to develop endurance and stamina or to learn the special mysteries of self-preservation in emergencies. Such courses were taught by pool guards, qualified Red Cross instructors, under the director of swimming.

#### The Program

Each campaign is divided into two independent periods, the first held during the third week in July, the second during the first week in August. Beginners who don't quite make the grade in the first session have another chance to pass their tests in the second. Successful "graduates" of session one can go ahead with advanced courses and pass Red Cross beginner and intermediate tests in session two.

The program for beginners is planned to cover five days with an hour's class period each day. Each class is divided into squads, the size of the squad depending upon the number in the class. Lessons are carefully planned by the director so that a new goal each day builds gradually into swimming confidence. Swimmers receive general instructions over a microphone from the director. Each squad's instructor sees that the director's

words of wisdom are followed. The director himself stays near the "learners," overseeing all their activities. Daily conferences between director and instructors promote better teaching.

The first lesson is designed to help the land-bound adjust to this new medium at their disposal. Each lesson overlaps the previous day's instruction. Here, in very brief outline, is the five-day lesson plan:

First Day—Mental and physical adjustment of learners

Second Day—Proof that buoyancy exists naturally

Third Day—Movement

Fourth Day—Coordinated stroking and kicking

Fifth Day—Swimming—Test for twenty-five feet

If the program is to be successful the teaching process should be lively and interesting, constantly presenting new challenges to the swimmers. Contests, games, wisecracks, awards of merit, interviews at the mike for outstanding progress lend variety and spice to the day's plan. Furthermore, such devices give the shy, the backward, the reticent added incentive to progress toward the goal set for the day.

#### Teaching Tips

The following suggestions to staff personnel are used not only during the Learn-to-Swim periods, but also during the entire season:

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# Aquaparade

By FRANCIS T. LEAHY

Director  
Kingsbridge Community Center  
New York City

**T**HE QUESTION before the house had to do with swimming. "What," the members of the Recreation Commission of Newburgh, N. Y., asked themselves, "what could be done to finish up the swimming season with a real bang?" The usual water races didn't seem to fill the bill. There were a lot of good swimmers in Newburgh. There were people with ideas about pageants and spectacles. At the moment Billy Rose's Aquacade at the New York World's Fair was the talk of the town. Why couldn't Newburgh borrow ideas and, perhaps, headliners from them?

That seemed like a sound idea. But the budget of the Recreation Commission didn't quite run to such an undertaking. Financial backing would have to come from one of the civic groups in the community. Because it had always been squarely behind municipal recreation in Newburgh the problem was taken to the Lions' Club of Newburgh. Once that group was convinced that a combined water show and stage spectacle was feasible, it went all out for the idea.

Planning struck a snag almost at once when it was discovered that neither the name nor the headline talent could be secured from the World's Fair show. But that didn't even dampen the enthusiasm of the planners. A member of the Lions Club came up with "Aquaparade" for the title, and headliners were sought and found elsewhere.

## Duties Are Assigned

Organization and preparation were cooperative. The Lions Club divided its group into committees including Talent and Publicity, which had the business manager of the local newspaper as chairman; Tickets, for procuring, distributing, and selling tickets; Door, to secure and arrange seats and to collect tickets; Ushers, to place patrons in their reserved seats; Program, to raise funds via the sale of advertising space in a souvenir program; Property and Stage, for borrowing amplifiers and securing props needed for the effective presentation of the performances; Attendance, assisting in the control of youthful local talent; and, Observation, which made general over-all suggestions based on visits to rehearsals.

The swimming pool director, representing the Recreation Commission, arranged and produced the show. His responsibility included the general planning of

acts to be presented, selection of music, arranging for specialties, securing talent from pool patrons, and scheduling and directing rehearsals. The latter were arranged with a minimum of interference with daily swim periods. Held two or three times a week from the beginning of the season, they offered free swims and fun while learning. Discipline problems were few since everyone was kept busy. Each drill was planned carefully to get the most out of the limited time available. Attendance was taken and records kept of each session in order to weed out those not entering into the spirit of the thing. More swimmers were drilled than were needed for each act to allow for shrinkage by the night of the show. Those who failed to appear were not invited the following year. Penny post cards, local radio stations and newspaper, telephone calls, and announcements at each rehearsal were all used to keep in contact with the participants. The swimming pool staff assumed specific responsibilities in connection with the rehearsal and production of the show. The cashiers kept attendance and records and did the clerical work involved. The lifeguards rehearsed and drilled the water acts. The male and female attendants kept order in the locker rooms, and the engineer was in charge of the stage and lighting.

## The Program

The Aquaparade was arranged in four major divisions—water ballets, water specialties, a stage program, and special headline talent. The opening and closing numbers were water parades of swimming talent with a patriotic theme worked into the closing event. Water and stage acts were alternated throughout the program. The stage was constructed at one end of the pool. All water numbers originated at the opposite end. Timing and coordination were stressed. A script for the master of ceremonies, with cues for lighting changes and entrances and exits, was worked out. The M. C. rehearsed in advance.

Water ballets were organized as mixed groups



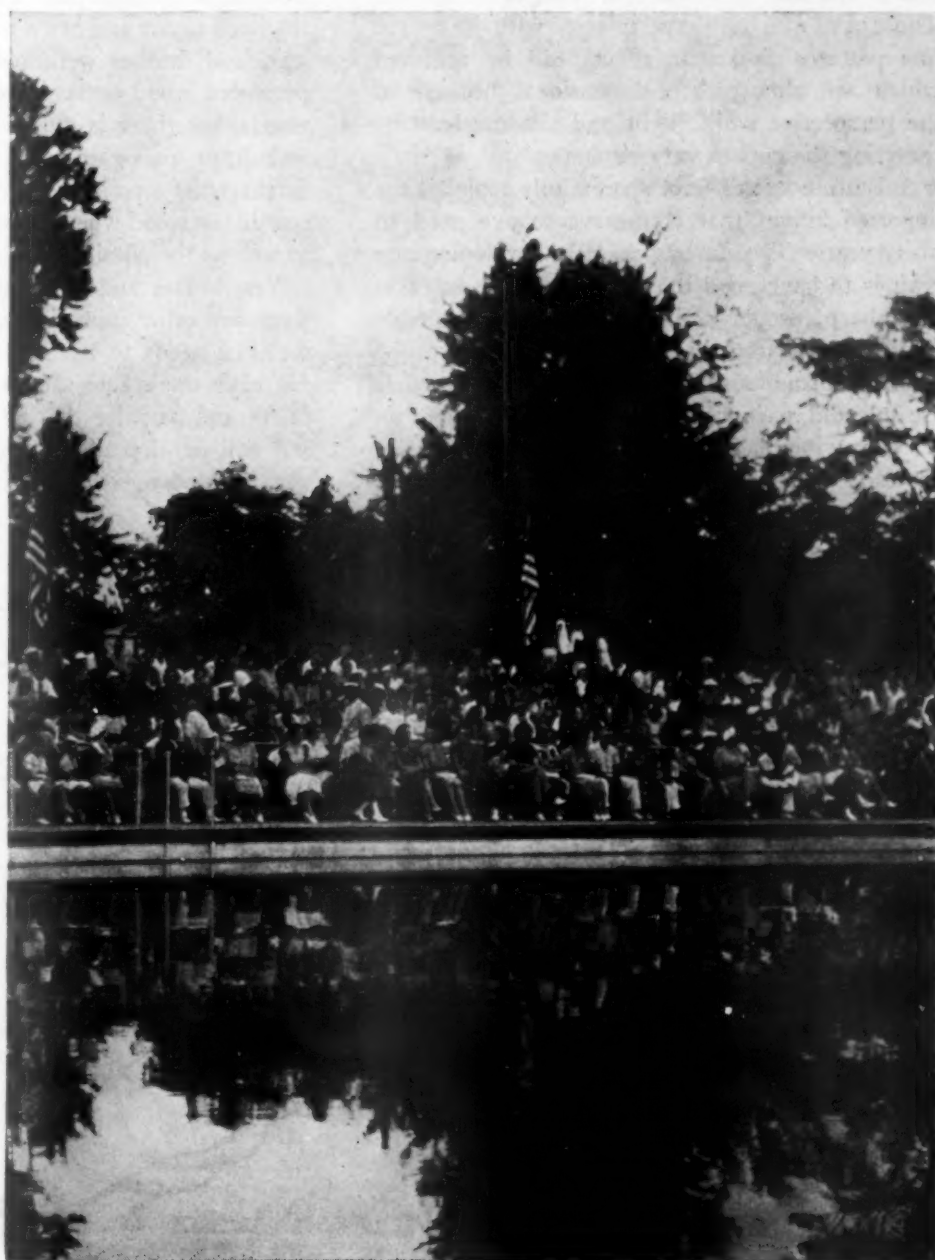
and as separate groups of aquabeaus and aquabelles. They were both successful. Themes selected for ballets were religious, sentimental, patriotic, or romantic, and music appropriate to the theme was chosen to accompany it. The development of the ballet pattern began with a neat snap dive by pairs from the deep end of the pool. Two straight lines of swimmers, in rhythm with the music, went to the center of the pool and there began the basic formation of the pattern — a circle with hands joined and arms extended. From this circle a variety of patterns were formed with a group of numbered key figures moving at given signals to form, as the ballet required, a bell, a heart, a shamrock, or a wagon wheel. No circle was needed for patterns such as an anchor or a cross. Two straight lines formed the basis of such designs. Extended arms and joined hands maintained tension on the circle and insured symmetry of circular designs. The ballet was completed by returning to the circle, breaking at the far end, and swimming rhythmically out by pairs to the stair exits to the lockers.

Water specialties included exhibitions by local diving talent including older boys and young men, young boys, and girls. Each dive was announced and described by the master of ceremonies. A spotlight was focussed on the diving platform. Dives were performed by individuals or by

combinations of two or three from high and low boards. Comedy diving provided a separate act and required careful planning and rehearsal. The act was brief and snappy. It included costume, cupid, water fountain, splash, double, and parachute dives. Other water specialties included spotlighted tandem swimming exhibitions to music by expert mixed duets, and an excellent burlesque of this feature. Even featured performers entered

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Section of audience watching Aquaparaade show



# New Adventures in Chip-Carving

By CATHERYN ZERBE

**C**HIP-CARVING, a very old Swiss craft, deserves more followers. It has, up to now, been taught in America in its very simplest form, that of small geometric patterns, necessarily limited in decorative scope, and has rightly been considered an almost childish craft. The truth is, chip-carving is capable of interpreting design of great beauty and variety. The primary technique is the same regardless of the line to be carved, straight or curved. Those of us who have experimented with the curved line patterns find that effects can be achieved which are almost three-dimensional because of the perspective which light and shadow lend by reflecting the cuts at varying angles.

Substitute knives have successfully replaced the imported knives that chip-carvers have used so many years. The starting point in developing any craft is to have good tools and material: in carving, sharp, properly shaped blades and suitable wood. Let's start with the knives.

The airplane knives being used for plane models are splendid, particularly the X-Acto knife and its accompanying blades, No. 19 and No. 22. The No. 19 blade is a very satisfactory stick-knife shape, while the No. 22 blade, if honed down on the

curved side and sharpened on the straight edge, makes a fine cutting

knife when assembled with the No. 1 handle which is designed to fit. These blades can be re-sharpened many times, and if used with proper care, will last a long time. The price is nominal and standard.

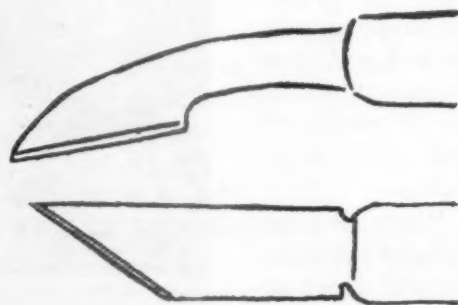
The next step is to find proper wood. Every carver finds his own medium according to his taste, strength or purpose. Most carvers will agree that the best all-purpose wood is poplar. It is not too hard to cut and has a pretty grain which takes stain and finishes well, and it is obtainable. Experienced wood carvers usually prefer the harder woods, but there is much danger in using maple, walnut, or mahogany until one has developed sufficient wrist-strength to guard against accidental cuts in the wood when the knife-pressure wavers—as well as the possibility of cutting the hands!

Yes, knives and wood are very important, but there are other items of equipment, less tangible, that one needs to have at the beginning to some degree—the enthusiasm, self-confidence, creative desire and patience that all worthy crafts require and will develop to a point of inspiration if pursued with enough diligence. At first, the objective

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Knives may be home ground from ordinary kitchen knives. Mrs. Zerbe's technique calls for the use of the knives with a swing from the wrist for safety and freedom. In this method the knife is never balanced by placing the thumb on the wood to be carved.



K.B. BICHY

*Wild geese flying, for  
small tray, boxes' etc.,  
in New Type Chip-carving*



*Design for button*



*Design for coaster.  
Without border, use  
for lapel pin or button.*



*Buttons may  
have staple or  
whittled shank.*



*Larger geese may be used as  
alternate for large tray. For  
border, use matching single  
strip of background.*



Fourth of July celebration began with a parade. Three children of a typical city family march ahead of the flag (top), inspect the winning coaster wagon, and await their turn to get ice



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cream which was given at the park (center). Lunch time, and the children join Mother and Dad for a picnic on the grass (bottom).

*Photos courtesy Milwaukee Sentinel*

# Crowning Glory for the Fourth

EVERY HOLIDAY celebration must have its high point, some event that will send participants and spectators home with a feeling of well being and a sense of the special quality of the day, be it solemnity or gaiety, patriotism or holiness. That carefree quality known as "the holiday spirit" has a great way of "mounting its horse and galloping off in all directions," and in the general jollification the cause being celebrated seems often to be lost.

Such a thing is very apt to happen to a Fourth of July "shindig." The patriotic speeches are more than likely to fall upon ears that are unhearing because their owners are preoccupied with the fine times they have had or are about to have at parades and games, picnics and races. But, after all, the Fourth of July is our only national legal holiday. All the others are celebrated by agreement or by hit and miss "local option" or are decreed by proclamation from the powers that be. Independence Day alone is set aside by law for marking the birth of a nation.

So, it is especially important that the celebrants of liberty proclaimed throughout the land should top off a day of proper enjoyment with the consciousness that they are remembering a high moment in the life of their country. One way of insuring this mood is to build the day's occupations toward a dramatic presentation of the meaning of freedom.

Such a program can and should be planned on a scale commensurate with the talents and facilities of the community. It can be a long play or a series of short plays, a folk dance festival or a pageant or a presentation by a verse-speaking choir or a music program. It may be elaborate or simple, long or short, so long as it keeps the spirit of the day.

There are but two "musts" for the kind of thing we have in mind. It should draw into it as active participants as many people and as many groups as possible. It should be a real community presentation—not just the work of the recreation department or of some one group requested by the recreation department to take over the job. Civic clubs, woman's clubs, churches, youth groups, music and art clubs, museums and libraries, all the myriad organizations whose activities are striving to enrich urban life should have a part in the plan-

ning and production of this crowning event. There will be enough jobs for all of them, no matter how simple the plan, for the details that go into any fine production are endless. If each group undertakes a clearly defined part of the whole job, if each understands from the beginning how its particular bit will contribute to the whole show, the production will proceed easily and smoothly to a performance that will satisfy participants and spectators alike.

The other "must," especially as regards a play or a pageant, is the choice of good material to work on. A lot of poppycock has been foisted upon an unsuspecting public in the name of patriotism. Much that is mere sentimentality and much that is bad drama or bad pageantry has been poured from the printing presses and produced on non-professional stages by men of good will but little knowledge of dramatic values. It is no more difficult (to say the least) to work on good material than on bad. The difficulty lies in finding the kind of play or pageant that is worth the trouble of producing. In the short play classification there are a number of scripts that are good. Here are a few suggestions:

*For Country and Mankind*, by Bernard J. Reines (Longmans Green, New York, \$2.25) is a collection of twelve short non-royalty plays based upon the lives and work of well-known men and women. *The Free Company Presents*, by outstanding American authors (Dodd, Mead, New York, \$2.00), also a collection, is a group of plays in radio form. However, an appendix gives suggestions for adapting the material easily and quickly for use as stage plays. The quality of the writing in these scripts is masterly. *Haym Solomon*, by Marcus Bach (Walter H. Baker, 178 Tremont Street, Boston, Mass., \$.35) dramatizes a little publicized incident in the American Revolution. *They Also Serve* and *If He Could Speak*, both by Harold G. Sliker (Row-Peterson, Evanston, Ill., \$.50 each) are patriotic dramas designed for choric speaking. An excellent program, using mass singing by the audience, can be worked out around one or more of these short plays and their like.\*

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\*For other good short plays for the Fourth of July see publication MP 252 of the National Recreation Association. 10 cents.

# Education's Other Half

By WILLIAM L. LLOYD

Director

Cabrillo Marine Museum  
Los Angeles, California

ONCE UPON a time a hobby was something that just grew along as a person grew from seeds planted, perhaps, in childhood. Nobody except its "owner" paid much attention to it. Every now and then, increasingly during the second and third decades of the Twentieth Century, men and women would "take up" a hobby because the doctor's dictum was, "A hobby—or else!" The curative value of an avocation was recognized—after the fact—but many serious-minded and hard-working people started collecting things or making things or doing things with an air of hang-dog apology. Latterly, hobbies have been in more favor, because more and more people have come to recognize the pure joy as well as the preventive therapy that lies in (to quote Mr. Webster's fount of all knowledge) "an engrossing topic, plan, etc., to which one constantly reverts."

There is an historical background for this changing viewpoint about what we might term "creative play for adults." Each of us must express our individuality if we would lead truly normal lives. In most of us this need takes the form of an urge to create. Before man's ingenuity had developed technological leisure to its present high point, we could express our individualities through our jobs. When manufacture connoted what it meant derivatively—handmade—there was real creative satisfaction in the day's work no matter how long or hard the day might be. The medieval journeyman who had, with his masterpiece, achieved full membership in his guild, was a creator whether his craft was making shoes or settings in gold cunningly wrought for crown jewels. When we built our own homes and, with spinning wheel and loom, hammer and saw and chisel largely equipped them, that need to combine the skills of our hands and our heads was largely satisfied.

But the first "mules" and "jennys" that proved beyond all doubt the commercial value of the combustion engine started a chain of events that has put man's work into a different cate-

gory. There is little creative satisfaction in pulling a lever to set a machine in motion. There is no satisfaction at all in bemoaning the "dear, dead days" before the

advent of machinery. But the fact remains that a chance for self-expression is just as essential to happiness as a successful business or profession. A normal life should strike a nice balance between the two.

The recreation movement has grown rapidly because of a demand which is often a step ahead of the ability to meet it. ("A man's reach must exceed his grasp, or what is he striving for?") Playgrounds are offering good programs; dancing, games, group activities. These forms of leisure-time activity are necessary. They should be continued and developed further. But they are not the complete answer to the people's need for recreation.

People are ready to find new outlets for that creative urge of theirs. They have caught up with the lag in thinking about the use of leisure time. They believe that when peace comes everybody will have more leisure. They need to be guided, to be shown ways to the greater personality satisfactions that they all want. The nation needs to be taught hobby-mindedness. Here is a job for the recreation movement worthy of its belief in its own "professional" status.

The arts and crafts classes at playgrounds and recreation centers are a step in the right direction. Here more and more emphasis should be placed upon the future, the "carry-over value" of the work being done. The youngster can be taught to value his craft knowledge as a necessary step toward a normal, happy life. A hobby must be

chosen as carefully as a college or a job. A hobby should be something that will have a life-long appeal, something that can be taken up at any time, in most cases something that does not depend upon others for its development. Nor should a hobby be carried on in an off-hand or slap-happy manner. Few of us, per-

The Los Angeles Cabrillo Marine Museum is owned and operated by the Playground and Recreation Department for the purpose of interesting people in nature study as a hobby. There is nothing of more absorbing interest than the study of some phase of nature in an effort to find out how wild creatures, large and small, live; to become acquainted with our most fascinating plant life, or to make collections of butterflies, shells, fossils, or the many other marine and fresh-water forms of life.



haps, are endowed with that capacity for taking infinite pains that marks the perfection of genius. And certainly no hobby should be allowed to become a chore because of a perfectionist attitude. But youngsters should be taught to set up high standards that will grow with advancing maturity and ability. Every individual has a right to this other vital half of education. Business or professional education is designed to train us for security in life. Hobby education should train us for happiness. The two should balance.

Perhaps "hobby" is not the best word to describe this other half of education. Many people still think of a hobby as a collection of something or other of great interest to the collector and full of exquisite boredom for everybody else. Collecting is often all that a person wants for a hobby. But a hobby may also be a study of any of the sciences, it may be a love of invention, the making or playing of a musical instrument, painting or whittling or keeping scrapbooks or bees or dressing dolls or acting or designing sets or a thousand and one other activities that spring from the heart and the interest of any individual. There is no limit to what "hobby" may include.

The recreation director can help young people or adults to decide what is of most interest and then help develop that interest. It does not matter what the interest is. The only thing that matters is that the thing be desirable for the pleasure and the satisfaction of the doing.

Here are some of the species of geese to be seen by visitors to the Marine Museum



One of the inhabitants of the Museum is a giant clam weighing 200 pounds

"... We could enumerate an endless list of men through the ages whose hobbies have become their great contributions. Tony Sarg develops an interest in marionettes, and Jacks, the English philosopher, takes up architecture; McKenzie sculptsures; the American Academy of Medicine sponsors an art exhibit for its members, and John Finley takes long walks. So it goes! One man works in a garden, another maps out the migratory habits of birds. One carves canes, another collects rocks; one plays the violin, and another collects stamps. One man builds a rock garden, and a second raises Jersey cows. One paints, and another hunts for dinosaur eggs in the Gobi Desert. One builds a cabin up the river, while another

gives his time to a boys' club. A superintendent of schools spins pewter and one of his teachers makes beautiful bows and arrows. One group of boys constructs an electric eye while a second group builds model airplanes. And so the list may be extended to include every phase of life." — Jay B. Nash.

# Recreation for Workers in Small Plants

By C. E. BREWER

Field Representative  
National Recreation Association

**R**ECREATION for employees in small plants is fully as important as it is for employees in larger plants. Small plants are working at the same intensive pace necessary to meet war production needs. The strain on the individual worker is just as great and he needs the release and the fun which comes to him through recreation activities. The importance of this is brought out by the fact that fully 50 percent of all industrial workers are employed in plants of fewer than 500 employees. If the recreational needs of this half of the war production force should be ignored, the total contribution which recreation can make nationally to employee morale, absenteeism, and working efficiency would be seriously limited.

The value of recreation for employees in industry is well brought out in the following summary of reasons given by industrial recreation directors and personnel managers who have watched at close range the effect of recreation programs on workers:

Recreation gives the worker the opportunity to participate with others in activities which offer relaxation from long hours and the strain of work.

Recreation helps to build up self-reliance in employees and creates *esprit de corps* among them.

Recreation provides workers with a natural outlet for the expression of their desires and interests.

Recreation contributes to the physical health and mental stability of employees.

Recreation helps to create better relations between employees and management.

Recreation, through the development of leadership ability, helps discover foremen and supervisory material.

Recreation programs that are well administered usually attract efficient and interested workers to the plant.

Recreation helps to build worker morale, to increase production efficiency, and to reduce absenteeism.

The problem of organizing recreation programs for small plants is entirely different and more complex and difficult than it is for large plants. Employees in the smaller plants in general want to do about the same things in their spare time that employees in larger plants do, but frequently there are not enough employees in small plants interested in some activities to justify organizing those activities on an individual plant basis. Then, too, the cost of organizing a small plant along the lines

which have been successfully developed for large plants would undoubtedly be too heavy and require a per capita employee

cost greater than necessary and beyond the financial resources available for a small plant program.

It is important in the case of the small plant that a careful study be made of local neighborhood and community opportunities for recreation already available to workers. It must be remembered that workers are not only employees of the plant, but that many are members of a church, of a fraternal order, of a union, and above all that they are mostly members of a family and will want to have much of their recreation with their family, with other members of their church, their club, their fraternal order, their union. The small plant program should be supplementary to community opportunities and not competitive with them.

There are some activities in which experience shows employees like to participate with other employees in the small plant, such as bowling, picnics, and plant competitive sports. It would be difficult, and probably impossible, in most small plants to develop an intramural program in those competitive activities in which more than a few individuals are required in each competitive unit, such as would be the case in baseball and softball. In other competitive sports, such as golf and bowling, intramural competition could be developed more easily.

Small plants could well develop at least one choral group, glee club, orchestra, dramatic organization, and numerous informal and social activities such as picnics, horseshoes, parties, dances, stags, and noon-hour activities such as chess, checkers, horseshoes, and dancing. Art, craft, and hobby groups are also possible in a small plant where there is effective volunteer leadership available to stimulate and guide such groups.

## What Does the Community Offer?

The first step which management should take when considering the recreational needs of its workers is a study of just what the community has to offer in the way of facilities and program. In some communities there will be existing public and private recreation services which can meet some of the needs at least, both in the way of facilities

and leadership. This has been amply demonstrated in a number of communities, both small and large. Where local services do not exist or are currently inadequate, representatives of small plants might well consider whether their first move should not be to assist in community efforts to create community-wide organizations which would serve their employees as well as others in the community, or to expand existing services where they need to be increased. These agencies could then supplement their community programs with service to industrial plants, and through the total services available provide a well-rounded program for all. This pooling of support of local programs, including public programs, would probably cost management less in the long run because of increased taxes or increased contributions to private agencies than it would for each small plant to attempt to provide a complete service within itself.

Where this is not possible or desirable, management should then consider the advisability of the organization of a community-wide industrial association in which all plants, or at least small plants, could cooperate in providing recreation programs for their own workers. This community-wide agency could provide leadership and stimulation for intraplant activities as well as a broad range of interplant programs.

### Discovering Their Interests

Where community interest is lacking, or where other small plants are not interested in joining in a cooperative program, there are a number of things which a small plant can go ahead and do for itself, as suggested above. The first step in planning for this is to determine just what the recreational interests of the employees are. This is usually done through an interest-finding questionnaire. Experience has shown that a short form of questionnaire is much more effective than one which tries to cover too many activities or too wide a range of interests. The following form may be helpful in this connection:

#### EMPLOYEE RECREATION INTEREST QUESTIONNAIRE

OF THE

.....  
Company City

Name .....

Badge or clock number.....Department.....

1. Check only the following activities you would take part in:

Archery	Baseball
Tennis	Basketball
Bowling	Softball
Volley ball	Golf
Touch football	Swimming
Horseshoes	Table tennis
Band	Orchestra
Singing club	Drama club
Social dancing	Square dancing
Rifle or Gun club	Horseback riding
Gardening	Hiking
Classes for making clothes or hats	
Handcraft—making things useful for the home	
Outings—such as picnics, melon feasts, fish fries, family parties	

2. List any other activities in which you would be interested .....
3. List activities in which you would be willing to give volunteer leadership .....
4. What position can you play on any athletic team....
5. Can you sing.....play any musical instrument.....
6. Have you any specialty, or novelty act which you can perform on the stage, or over the radio.....
7. Have you ever played in any dramatic or stage show .....
8. What recreation facilities, such as gym, swimming pools, playground tennis courts, recreation room, etc., do you think should be built at the plant, or in the community that you do not have at the present time..

Before the questionnaire is distributed, its purpose should be explained to departmental foremen or supervisors in order to secure their cooperation. The most effective returns will be secured by having it distributed by the foremen, timekeepers, or in some similar manner. Experience has shown that it is desirable to have employees fill out the questionnaires at the plant rather than to take them home. When they are taken home, relatively few will be returned. They should preferably be filled out at lunch or during rest periods or at some other time when this will not interfere with production. New workers can fill them out at the time they are employed or during an induction training period.

### Planning the Program

It is not necessary or desirable to start a new program with a large number of activities. Greater success will be secured by starting with a few activities and then enlarging the program as rapidly as new ones can be absorbed.



# Recreation for Workers in Small Plants

By C. E. BREWER  
Field Representative  
National Recreation Association

RECREATION for employees in small plants is fully as important as it is for employees in larger plants. Small plants are working at the same intensive pace necessary to meet war production needs. The strain on the individual worker is just as great and he needs the release and the fun which comes to him through recreation activities. The importance of this is brought out by the fact that fully 50 percent of all industrial workers are employed in plants of fewer than 500 employees. If the recreational needs of this half of the war production force should be ignored, the total contribution which recreation can make nationally to employee morale, absenteeism, and working efficiency would be seriously limited.

The value of recreation for employees in industry is well brought out in the following summary of reasons given by industrial recreation directors and personnel managers who have watched at close range the effect of recreation programs on workers:

Recreation gives the worker the opportunity to participate with others in activities which offer relaxation from long hours and the strain of work.

Recreation helps to build up self-reliance in employees and creates *esprit de corps* among them.

Recreation provides workers with a natural outlet for the expression of their desires and interests.

Recreation contributes to the physical health and mental stability of employees.

Recreation helps to create better relations between employees and management.

Recreation, through the development of leadership ability, helps discover foremen and supervisory material.

Recreation programs that are well administered usually attract efficient and interested workers to the plant.

Recreation helps to build worker morale, to increase production efficiency, and to reduce absenteeism.

The problem of organizing recreation programs for small plants is entirely different and more complex and difficult than it is for large plants. Employees in the smaller plants in general want to do about the same things in their spare time that employees in larger plants do, but frequently there are not enough employees in small plants interested in some activities to justify organizing those activities on an individual plant basis. Then, too, the cost of organizing a small plant along the lines

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 Company City  
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 Badge or clock number.....Department.....

JUNE 1945

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Social dancing	Square dancing
Rifle or Gun club	Horseback riding
Gardening	Hiking
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3. List activities in which you would be willing to give volunteer leadership .....
4. What position can you play on any athletic team.....
5. Can you sing.....play any musical instrument.....
6. Have you any specialty, or novelty act which you can perform on the stage, or over the radio.....
7. Have you ever played in any dramatic or stage show .....
8. What recreation facilities, such as gym, swimming pools, playground tennis courts, recreation room, etc., do you think should be built at the plant, or in the community that you do not have at the present time.. ..

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### Planning the Program

It is not necessary or desirable to start a new program with a large number of activities. Greater success will be secured by starting with a few activities and then enlarging the program as rapidly as new ones can be absorbed.

In program planning the recreational needs of women workers should not be overlooked. Women can and will participate in many activities which are popular with men, although the difference between men and women in physical ability and recreation tastes make it necessary to develop special activities just for the women. Competitive physical activities take second place with most women. If a younger woman worker has to choose between playing a team game or keeping a date with a boy friend, usually she is not going to choose the team game. Women like to play tennis, badminton, golf, swim, skate, join a rifle team, ride horseback, sing in a choral group, participate in dramatics, or play in a musical organization.

Off-shift workers should be considered, too, and every effort should be made to have community facilities available at odd hours for them where this can be done under proper supervision and control. Frequently this will require consultation with local governing authorities and the passage, amendment, or repeal of local ordinances.

It is important that plants do not themselves construct physical facilities for recreation in advance of the development of the activities themselves. It is only as the active interest of employees is expressed in participation, and when community facilities are not available, that construction of special facilities at plants is justified.

#### Form of Organization

The simplest and most effective form for the organization of plant recreation is usually to have a general council on which are represented the chairmen of individual committees appointed to be responsible for the organization and conduct of the different activities in which the employees have expressed an interest, and representatives of man-

agement and labor. This council can then elect its officers. The treasurer is bonded and usually is a representative from the plant auditor's office.

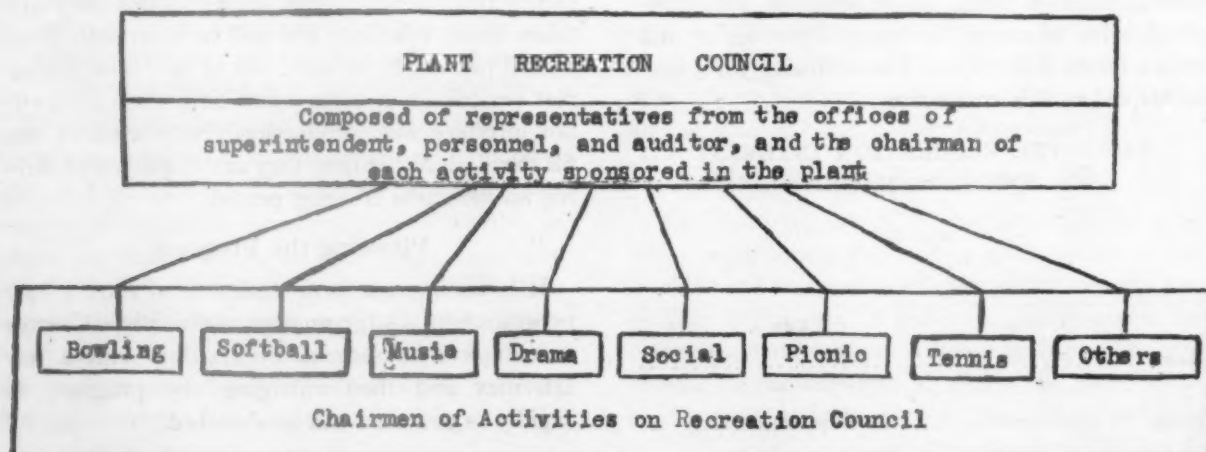
This over-all board would be responsible for stimulating activities, for establishing general policies and procedures, for appointing necessary protest committees for competitive athletics, and for acting as a clearing house for the scheduling of all events so as to eliminate conflict in dates. On the financial side, the board would have responsibility for preparing a tentative budget covering all recreation activities for the fiscal year, and it would present to management requests for any appropriations desired for the program. The board would also approve budget allotments for different activities as presented by the committees responsible for them, general over-all expenditures, particularly for interdepartmental or interplant competitive activities, company-wide picnics, dances and parties, and all contracts or agreements which would in any way commit the board financially.

Another form of organization which has been used in some plants is the club plan. Those interested in each activity form a club for that activity, with its own officers. The president of each of these clubs is then a member of a plant-wide recreation council. This is not essentially different from the plan previously outlined.

Large plants usually organize on a departmental basis rather than on an activities basis, but this would probably be impractical in most small plants. It is important that organization be kept as simple as possible.

#### Meeting the Bills!

Many small plants have hesitated to develop recreation programs for fear that the cost would be too great. It is true that the cost for employees





is apt to run higher in small plants than in larger plants, particularly where small plants try to copy the complete organization methods of larger plants. However, in a small plant it is not always necessary to employ a full time recreation director nor is it necessary usually to construct or operate major recreation areas or buildings. Community facilities can be used, many of them, such as recreation centers and school centers, being available at no cost or at a very small fee. Outdoor areas, where available, can usually be secured without cost. A large part of the cost of small plant programs has been for athletic equipment, such as uniforms, balls, bats, entry fees, and cost of officials. Where emphasis is not placed on interplant competition these costs can be kept comparatively low, thus keeping the total budget at a minimum. Aside from any amount paid for executive leadership, \$3.00 per employee should provide an adequate budget and in many instances the program could be financed for less than this amount.

The program is usually financed by a contribution from management, admission fees, receipts from vending machines, and a small annual employee membership fee. Many activities, such as dances and parties, usually pay for themselves, and golfers meet a large part of their own expense through green fees, bowlers through alley fees.

There is considerable material available on recreation for industrial workers which is appropriate for small plants or which can readily be adapted to meet the problems of the small plant. Attached is a brief bibliography which will be helpful to those responsible for the development of recreation in an industrial plant.

### A Brief Bibliography

#### General

- \**Recreation for Workers* .....\$ .50  
(Suggests in very simple terms ways in which recreation can help workers in industrial plants to get the most out of their leisure time, and find personal satisfaction)
- Industrial Recreation—Its Development and Present Status*, by Leonard J. Diehl and Floyd R. Eastwood. Southworth's Purdue Book Store, 308 State Street, West Lafayette, Indiana..... .75  
(Report of a study of 245 companies. Includes historical review, extent of recreation, administration, programs, facilities and equipment, with stated values)
- Planning Industrial Recreation*, by G. Herbert Duggins and Floyd R. Eastwood. Southworth's Purdue Book Store ..... 1.00  
(Report of a study of recreation in industrial

- relations; principles, policies, practices, and problems in organization and administration)
- Selected Source Material in Industrial and General Recreation*, by George W. Haniford, E. Patricia Hagman, and Floyd R. Eastwood. Southworth's Purdue Book Store..... .50  
(A comprehensive list of references including articles, inexpensive materials, books and magazines)
- Spare-Time—a War Asset for War Workers* Free  
Division of Recreation, Office of Community War Services, Social Security Building, Washington, D. C.  
(Experiences are given to illustrate this comprehensive booklet)
- \**Recreation Services for Industrial Workers*.... .25  
(Summary of addresses included in the *Proceedings* of the War Recreation Congress in Cincinnati, Ohio, October 1942, together with messages from leaders in industry and labor)
- Personality and Charm*. Educational Research Bureau, 1217 Thirteenth Street, N.W., Washington, D. C. .... .10

#### Activities

- \**Party Booklets* .....each .50  
*Parties—Plans and Programs*  
*Parties for Special Days of the Year*  
*Musical Mixers and Simple Square Dances*  
*Let's Plan a Party*  
*Stunts and Entertainments*  
*Fun for Threesomes*
- \**Parties A to Z* ..... .75  
(A party for every letter in the alphabet!)
- \**Dances and Their Management* (MP 313)..... .15
- \**Recreation for Men* ..... 1.25  
(Leisure-time activities of all kinds are suggested, and directions for playing games of all types are given)
- \**Games for Boys and Men*..... .50
- \**Games for Quiet Hours and Small Spaces*..... .50
- \**The Picnic Book* ..... 1.25  
(A comprehensive book on picnic organization and activities, with suggestions for other outdoor occasions)
- The American Sports Library*. A. S. Barnes and Company, New York City  
(Official rules for sports and athletic games. Prices of the booklets, \$.35, \$.50, \$.75, and \$1.00)
- Sports and Games*, Technical Manual. TM 21-220. Superintendent of Documents, Washington, D.C. .30  
(Layout and basic rules and fundamentals of seventeen sports and games)
- \**Singing America* ..... .25  
(A collection of 120 songs and choruses from all the Americas. Accompaniment book, \$1.50)
- \**Music and Men* ..... .15  
(A manual on planning and developing musical activities in communities near training camps or war production centers)

\* Published by the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

# Parks and Recreation in Minneapolis

ON THE 28TH of next August, C. A. Bossen will retire as superintendent of parks in Minneapolis after thirty-nine years of service with the Board of Park Commissioners—ten years as superintendent. Mr. Bossen began his service in 1906, when Theodore Wirth became superintendent, and he has been a part of the Board for considerably more than half of the sixty-one years of its existence. In a tribute to Mr. Bossen and his work, Francis A. Gross, President of the Board of Park Commissioners says: "One cannot encounter him without being impressed by his sincere honesty; his simple, genuine frankness; and his broad, sympathetic, yet keen understanding of human values. These characteristics, together with his thorough knowledge of park matters and general public service, have enabled him to make significant progress during a most trying period of Board history, at the same time adding much to the prestige of the Park Department."

Minneapolis has had a very unusual park development over a long period of years, and the problem of adequate park and recreation facilities and financing has always been of major concern to the Board of Park Commissioners.

In 1915 the Minnesota legislature first recognized the need for public recreation by validating a tax of  $\frac{1}{8}$  mill for playground purposes for cities of the first class. Four years later, this rate was increased to  $\frac{1}{4}$  mill. In 1920, the new city charter under a home rule also contained provision for  $\frac{1}{4}$  mill levy for playground purposes. In 1923 this rate was increased to  $\frac{3}{5}$  mill, and in 1927 the

legislature set the rate at  $\frac{1}{2}$  mill, the peak levy permitted up to the present time.

During the early part of 1945 the Board of Park Commissioners requested the Hennepin County delegation of the state legislature to introduce and promote the passage of a bill to increase the playground levy from the present  $\frac{1}{2}$  mill to  $2\frac{1}{2}$  mills. This action was taken by the Board at the request

of the Minneapolis Council of Parents and Teachers Association and many interested individuals. The bill has been endorsed by many local P. T. A. groups, youth councils and other local groups, and the City Council has passed a resolution approving it.

The passage of the bill would make possible a total annual budget for all park purposes of approximately \$1,100,000 which is slightly greater than two dollars per capita. This would conform to the recommendations made by L. H. Weir of the National Recreation Association after a survey of the needs of the city. The recommendations in



C. A. Bossen

brief are as follows:

1. A return to the full program of winter sports facilities.
2. A return to the full schedule of summer playgrounds.
3. The establishment of after-school playgrounds at a number of locations. (This is a new portion of the proposed program.)
4. The increase in the number of year-round community centers to operate, and the expansion of community center program to include

(Continued on page 154)

# How Does Your Library Grow?

**Y**OU, WHO ARE CONCERNED especially with the welfare of children, with the formation of the habits of thought and of recreation which will help mold the life of the adults of the future, have you looked lately to your library?

Two hundred years ago John Newbery published the *Little Pretty Pocket Book*, the first book made especially for children. It was a *potpourri* of ABC's, rules for behaviour, rhymes and proverbs, letters from Jack the Giant Killer. So small a beginning fathered the industry that is children's books today. Thousands of books for young people of all ages roll from the presses each year. Some are "good." Some are, inevitably, less good.

Some boys and girls will read any book that comes their way—good, bad, or indifferent. Others—an appallingly large number—have to be lured or cajoled into reading anything more "literary" than the comics. Both the readers and non-readers need intelligent guidance. The energy of the readers must be turned into channels where it will do the most good. More often than not the youngster who will not read except under pressure has been prejudiced against all books because he has been forced at school or at home to read material that is dull or dated or academic.

Books can have far-reaching effects. They can widen horizons, stimulate the imagination, emphasize the likenesses of people and experiences in our shrinking world. The right kind of children's books can go far toward breaking down prejudices and stressing right attitudes.

Few laymen have the time to look with sufficient care over the whole field of children's books in order to choose those that will broaden and deepen a child's awareness of the world about him, break down undesirable attitudes and replace them with positive approaches to living, and at the same time hold the youngster's interest. The ordinary healthy child reads because he likes the story, because he finds new

and wider experiences which he can transfer bodily from the printed page to the fantasy-world of his mind, often so much more alive to him than the world of actuality. There are two "musts" for a child's book, if the child is to be able to relive it in his own mind. The book must have a good story and the characters must be real people, not pale copybook figures seen on a shadow stage. Beyond this, youngsters are not apt to read books that obviously point a moral and they are quick to sense insincere writing.

Here for example are four books,\* calculated to appeal to the average boy or girl and to stress without preaching about them strong and desirable points of view. They are books that are written with an eye to timeliness and reality. They go far toward underlining the ideas and ideals of American democracy and the hope of a united world, although in no case is either of those values definitely mentioned in so many words.

Three of them, *Orange on Top*, *The Sea Cats*, and *Barney's Barges* are for children in the eight to twelve age group. The fourth, *Wilderness Clearing*, will appeal to older children.

*Orange on Top* (the title refers to the band of orange that tops the flag of the Netherlands) and *Barney's Barges* are stories of wars separated by more than a century and a quarter, and of boys who shared in courage with older men. Each book has a strong, exciting plot, characters of "flesh and blood."

*Orange on Top* leans, perhaps, slightly toward the sentimental in spots, but this is a minor fault in an otherwise excellent story of a lad who learns that even children must be disciplined if they would fight with men in the underground movement against the Nazi. The scene of *Barney's Barges*

(Continued on page 157)

\**Barney's Barges*, by Don Aspiden, Holiday House, New York, \$2.00  
*Orange on Top*, by Henrietta van der Haas, Harcourt Brace, New York, \$2.00.  
*The Sea Cats*, by Alice Curtis Desmond, Macmillan, New York, \$2.00.  
*Wilderness Clearing*, by Walter D. Edmonds, Dodd, Mead and Co., New York, \$2.50.





# It's Being Done in Nature Recreation

## Cap'n Bill's Column of Nature-Grams

**"ALEUTIAN Islands, Their People and Natural History"** (with keys for the identification of birds and plants.) Smithsonian Institute, Washington. 131 pp. 21 plates. War Background Studies, Number 21.

**Animal Wild Life.** "The Natural History and Behavior of the Western Chipmunk and the Mantled Ground Squirrel," by Kenneth Gordon. Oregon State College. 104 pp. Illus. \$.75.

**Anthropology.** "The World and Man as Science Sees Them," edited by Forest R. Moulton. Doubleday, Doran and Co., New York. 553 pp. \$1.98.

**"Honeybee,"** by F. C. Pellett. F. S. Brooks, Mt. Vernon, Iowa. \$.10. An excellent pamphlet.

**Los Angeles Camps.** Griffith Park is the largest park in the United States wholly within a city. The City Recreation Commission of Los Angeles is planning three children's camps, one for teen-agers.

**"Map Reading and Aerial Photography Reading."** War Department, F. M. 21-25, August 1944. Superintendent of Documents, Washington. An elementary manual useful in camps.

**Missouri, Rockwoods Reservation** is a nature recreationist's dream. There will be found several miles of nature trails; a wildlife exhibit interpreting the life of the region; a specialist on duty through the year to lead hikes, give talks, answer questions; campfire circle for meetings; spring exploration trips announced by the Conservation Commission. Harold I. O'Byrne, Conservator, Glencoe, Missouri, is in charge.

**"Nature Adventuring,"** adapted from *How to Survive on Land and Sea*. Nature Trail, Demonstration Area, Patrol Leader Training, Training Hikes, and Survival Hike, are the five steps developed by an experimental camp for Scouts conducted by the Grant Study of Harvard University

and the Boy Scouts of America. The pamphlet is published by Boy Scouts of America.

**Nature Equations.** Take your choice: Drought + floods, dust storms, ravages of war, depression = man-made ills; or scientific knowledge + understanding, responsibility, cultural achievement = latent human power. Nature recreation includes the factors in the second equation, the greatest of which is cultural achievement.

**Nature Leaders' School.** There will be a beginner's and an advanced leaders' school at different places but at the same time, July 2-14. For information, write Federation of Ontario Naturalists, 100 Queen's Park, Toronto 5, Ontario, Canada.

**Nature Recreation** was the only kind the Indian had. No one foresaw that in a few generations people would have to be trained to enjoy the out-of-doors. This means

leaders in nature recreation. Technical scientists like Archimedes, Galileo, and Newton worked in isolation. A leader in nature recreation has to work with people. A modern astronomical observer has to know how to handle telescopes, computing machines, photographic materials. Great foundations have been created by industry to advance this kind of scientific knowledge. The handling of people takes more tact than precision. The materials at hand are more numerous. Who is going to rise up and support nature recreation?

**Nature Training School** for children from nine to sixteen years old who have an interest in the out-of-doors. Three two-week sessions at a farm day-camp are being planned and directed by Worcester Museum of Natural History, Worcester, Mass.

**Trees.** "Some Useful Trees of the United States." U. S. Forest Service. Illus. Free from The Forest Service, Washington, D. C. A special compilation for members of Science Clubs of America.

# WORLD AT PLAY

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## Huckleberry Finn Day

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THE FISHING was good—very good. With twigs and willows more than 200 youngsters, barefooted, their trousers rolled up, invaded Pioneer and Sorenson Parks in true Huck style. Before nightfall approximately 250 trout had been caught.

The occasion was Huckleberry Finn Day, sponsored by the Salt Lake City Recreation Department. Both boys and girls took part in the event and fished in the pools where trout had been "planted" for the occasion. There was no limit set on fishing. When the fish refused to nibble at the hook the signal was given to cast aside the tackle and try the Indian method—catch them in your hands—if you can!

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## Camping in Tennessee

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TENNESSEE has pioneered in appointing a state administrator who will give the major portion of his attention to camping. He is Henry G. Hart, recently named administrative assistant in the Tennessee Division of State Parks, Department of Conservation. His principal responsibility will be the administration of the camp programs now in operation in the state parks.

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## The Undaunted Seabees

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THE FANTASTIC construction feats of our Seabees continually awe everyone. But the job which most impressed a naval officer, who has just returned from a relatively uneventful cruise off the coast of Japan, came on some unrevealed Pacific island. Some 10,000 Seabees poured off a ship just in time to discover that a championship baseball game was scheduled for that day.

Two hours before the start all grandstand seats were occupied by the local garrison while the visiting Seabees were left out in the cold. Did that daunt them? The Seabees don't daunt that easily. They whipped around with the bulldozers and other equipment until at game time not only were all 10,000 of them located in makeshift stands but they had the best seats in the park.—From *The New York Times*, March 9, 1945.

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## Family Fun

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THE Percy County Washington Welfare Department, Tacoma, Washington, in the February issue of its bulletin known as the *Foster Parent*, devoted considerable space to a discussion on recreation in homes under foster parent guidance. The material, a publication on which Thomas W. Lantz, Superintendent of Public Recreation, and Mrs. Agnes Smith of the staff of the commission cooperated, deals with simple things that children may enjoy in the home. This is the first of a series of articles on play which will be sent to 450 foster parents.

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## Radio Station KGW

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RADIO Station KGW in Portland, Oregon, has sought for twenty-three years to find new and better ways to contribute to the community it serves. One of its most recent contributions has been in cooperation with the Recreation Division of the Parks Bureau. Under the banner of this Division the North Portland teen-age group has its own "night club." Each Saturday night KGW broadcasts a show direct from the Paragon. The broadcast manages to reproduce the club atmosphere. Sounds of the dance floor, the bar (soft drinks only, of course!), the band come over the air weekly. In less than eight months the club membership was doubled.

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## School for Parents

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IN DEARBORN, Michigan, parents shown to be delinquent toward their children are sent to clinics where their problems are related to the wider picture of community living. One of the "courses" in this Dearborn school for parents was conducted by the superintendent of recreation. Less than 15 per cent of Dearborn's residents knew just what recreation facilities the community had to offer. The superintendent of recreation for Dearborn told his audience what they could expect recreationally from their community and where to go for it. He talked to them about games and showed them examples of handcraft made under the Recreation Department's supervision. The parents went away from that session wiser people, happier about prospects for themselves and their children.



**They'll Want  
Diamond Shoes!**

**FELLOWS** who learned to enjoy the game of horseshoes in army camps and navy bases, with Diamond Pitching Shoes, will call for Diamond Shoes when they get home.

**Diamond Pitching Horseshoe Outfits**  
**Diamond Super Ringer Shoes**  
**Diamond Eagle Ringer Shoes**  
**Diamond Standard Official Shoes**  
**Diamond Double Ringer Shoes**  
**Diamond Junior Pitching Shoes**  
**Diamond Stakes and**  
**Official Horseshoe Courts**



**DIAMOND CALK  
HORSESHOE CO.**  
 4610 Grand Ave., Duluth, Minn.

**A Medal for Junior Gardeners**—To encourage boys and girls to plant Victory Gardens, the National Victory Garden Institute, Inc., 598 Madison Avenue, New York 22, N. Y., will award the General MacArthur medal to outstanding young gardeners throughout the country. Any boy or girl may qualify for the medal by meeting the requirements of his or her particular organization on inspection by local leaders. Under the broad standards set up by the Institute, participating youth organizations have established standards consistent with the abilities of their particular age groups. A contestant must submit a record book after it has been signed by official local chairman or leader who will have visited the entrant's garden plot at least twice during the season.

The number of medals awarded will be limited to approximately 30,000 for the entire country. Medal winners are eligible to receive other local awards such as state awards of silver medals and the Green Thumb awards of war bonds. There will be ribbons and certificates for gardeners who do not win a MacArthur medal.

**More Play Areas for Yonkers, New York**—In the May issue of *RECREATION* there appeared an article entitled "A Realistic Postwar Plan," which told of the play areas the city of Yonkers, New York, is acquiring. Since the publication of this article word has come that the Committee on Regional Parks and Playgrounds, which is serving the city's needs, has recommended to the Common Council the acquisition of eleven more areas scattered throughout the city, making a total of more than thirty new areas which, it is hoped, will be developed for recreational use.

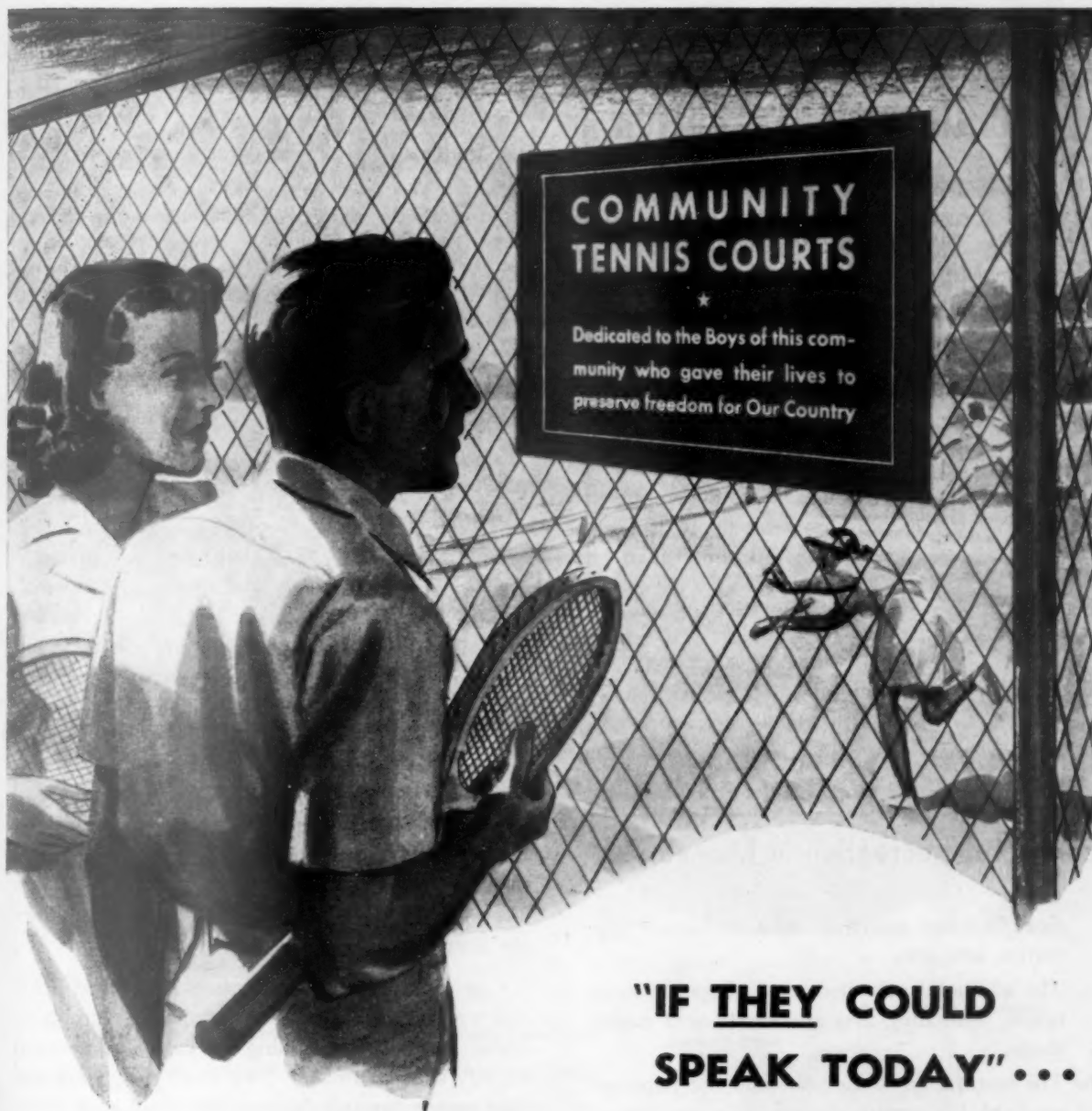
**"Mr. and Mrs. America"**—The Motion Picture and Special Events Section, War Finance Division, U. S. Treasury Department, announces a release for free showing of "Mr. and Mrs. America," a film which pictures War Bonds in action as a help to win the war and secure the peace. The film uses a series of unusual action shots from the battle fronts to illustrate the power of bonds as a weapon of war. In the latter half of the film attention is directed to the War Bond's vital role in the postwar world.

Further information may be secured from the Motion Picture and Special Events Section, U. S. Treasury Department, Washington, D. C.

**A New Park for Los Angeles**—From 1919 to 1927 William S. Hart, two-gun hero of silent films when the "Western" was getting top billing at the movie theaters all over the country, lived with his sister in Los Angeles. Their lot spread for 209 feet along Sunset Boulevard. That property now belongs to the people of Los Angeles, given them by "Bill" Hart in recognition of what the American people had given him in his acting days. The property will be converted into a park for public use when peace has come. With the deed went a check for \$50,000 for a fountain to be built on the site.

**Neighborhood Committees Help Out**—Neighborhood committees were active in Morgantown, West Virginia, last summer in helping to conduct the program sponsored by the Monongalia County Recreation Council. At least four parents appeared on each of the playgrounds to assist the recreation leaders. Fathers and older brothers of the children constructed table tennis tables, basketball backstops, wading pools and other facilities. Street dances organized by the adults were held to raise money for the purchase of material.





## "IF THEY COULD SPEAK TODAY"...

MEMBER—The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.

★ ★

Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

Wilson Sporting Goods Co.  
Chicago, New York and  
other leading cities



Wilson Athletic Goods Mfg. Co., Inc.  
Chicago Plant

● American boys are not, as a whole, fond of heroics. If they do something that calls for unusual fearlessness and cold courage, they expect no special reward. It's just part of the job. And these grand heroes would be the last to want a memorial or a statue. If they could speak they'd applaud the "War Memorials That Live" plan. They'd like to see a community tennis club—a stadium or play field, a field house or simple hiker's rest hut dedicated in their memory because it's something useful—something that brings fun and healthful exercise to others—something that will *live*.

If you are in a community where such an expression is in order, consider this "War Memorials That Live" idea. The movement is spreading rapidly and is being widely used and endorsed.

For further details write to George G. Trautman, Chairman, 30 East Broad Street, Columbus 15, Ohio.

IT'S WILSON TODAY IN SPORTS EQUIPMENT

## Adventures in Recreation

**YOU** may already have a copy of this book which presents the adventurous field of recreation. Designed for the general use of all interested in recreation and its functions, it has special values for young people and may be used as a text in junior and senior high school courses, in physical education, civics and allied subjects.

If you do not have in your library this 140 page cloth bound book which has been selling for 72 cents a copy, this is your opportunity to secure it. As long as the supply lasts, copies may be purchased at **50 cents each**.

### National Recreation Association

315 Fourth Avenue  
New York 10, New York

## Parks and Recreation in Minneapolis

(Continued from page 148)

more cultural activities such as music, dramatics, arts, etc.

5. The addition to the personnel of specialists in music, dramatics, arts and crafts, and nature study.
6. The restoration of facilities and the improvement of life guard service at a number of beaches and the addition of swimming facilities in areas not now served.
7. The redesigning of existing areas for greater recreation use and the acquisition of additional land for playground purposes.
8. The restoration of the summer playground pageant and the Lake of the Isles Water Festival.
9. Expansion of the summer park band and community sing program.
10. Provision of the resources to purchase adequate recreation supplies and equipment for an expanded program.
11. The restoration of the chrysanthemum show and other exhibitions.

12. The restoration of a high standard of maintenance in parks and playgrounds.
13. Enlargement of police force.
14. Increased lighting in parks and playgrounds.

NOTE: Word has been received that Governor Edward J. Thye recently signed the bill providing for an increase of one and a half mills in the allowable levy for recreation purposes in Minneapolis. This will provide an annual increase of about \$230,000 in park recreation funds.

## So Went the Summer

(Continued from page 120)

removed it from the oven, the banquet was fit for the king.

Then there are the periods when the campers are with us. Most of the girls have been to camps and are betwixt the age of camper and counselor. They have a trusting belief that canoe trips are fun. We think our canoe trips are pretty good; we have even written significant articles in journals such as this, telling the rest of you how to run them. We plan the routes carefully (democratically, of course, with the girls), we plan the menus (democratically and in terms of our supplies), but even we cannot do anything about the rain. We know how to get the tents up in time, to keep the food packs tightly under the canvas and to gather large piles of wood and put it under shelter before the rain. But we can't stop the rain.

One afternoon we made camp in a cloud burst and we cooked an excellent supper of succotash, bacon, butterscotch pudding and coffee, all flavored slightly with rain water. We stood in slickers and rain caps congratulating ourselves and each other on the wonderful supper. "If the American Camping Association could see us now I bet it would be impressed." "Not many trippers could get such a good meal in the pouring rain." "Gosh, Jane, the pudding was super." And then suddenly there was nothing to do but contemplate getting into a damp tent for a very rainy night. This was when one wondered why one ever goes on canoe trips. This was when one said, "Gee, I like to hear rain—on the roof." This was when one gradually began to feel cold and comfortless and very, very far away from any human habitation. And this was when Jane suddenly pulled out from her slicker pocket a pair of—of all things—a pair of white kid gloves. We shouted with amazement. Twenty-five miles from the nearest village, on a lonely, rain-drenched,

# VOIT

**GIVE YOU**

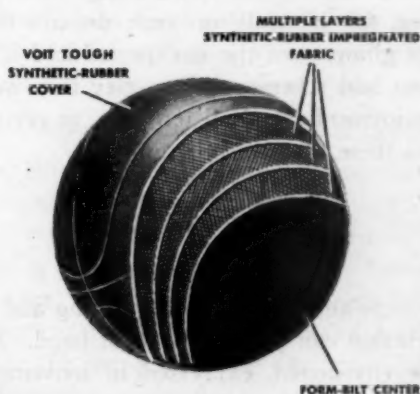
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Mileage*

## RUBBER-COVERED ATHLETIC BALLS



VOIT'S exclusive patented Form-Bilt Enduro Construction (shown at right) adds many extra hours of play to every Voit Basketball, Football, Soccer Ball, Volley Ball, and Water Polo Ball.

Now with wartime scarcity, you'll more than ever appreciate this added quality in all your Voit Athletic Equipment.



# VOIT

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ATHLETIC EQUIPMENT**

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REGULARLY**

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ARE VOIT DEALERS**



desolate campsite, a pair of white gloves. So Jane put them on and immediately became Mme. Citronella reading our fortunes from the coffee cups. I was going on a trip and Flora was going to get a letter and Gery should be careful of a dark, tall man, and we giggled and chattered and made stupid puns and felt the warmth of the fire instead of the drizzle of the rain. And then to bed. What an opportunity I had missed for studying the adjustment of the adolescent to a problem situation! Perhaps a lot of the problems so profoundly analyzed in treatises on psychology would also vanish if someone would only produce the white kid gloves at the appropriate moment. There may be a moral in all this. I don't know. I only know we left the white kid gloves pulled over the tops of the dingle sticks by our dwindling fire. There they pointed defiantly to the heavens and we slept, forgetting all about the rain.

So amid the rush of lectures, the routines of the nursery, the crowded street cars and the incessant telephone bell, we look back to the summer. We have forgotten the days that went as we had planned; we have forgotten how carefully we organized our menus; we have forgotten the theses we were going to construct on the development of the adolescent. We remember the pine trees we planted (are they, I wonder, still growing?), the beautiful shelves I spent that hot July afternoon creating, the blueberry jam we supervised from bush to bottle. We remember the undrawn chicken and the kid gloves in the rain. Good things indeed to remember, for it's only on such detours that one catches glimpses of the unexpected and it's when our best laid schemes gang a-gley that we really find enjoyment. And all too soon, in occupations such as these, so went our summer.

### Strategy for Growth

*(Continued from page 116)*

movements and sounds, script writing and theater construction can proceed hand in hand. A scene can be envisioned, expressed in movement, expressed in words sung or spoken or recited. Some campers will plan scenes, others will write dialogue or music. Some will work at scenery or costumes or directing. Each small group will show its work periodically to the whole camp and learn to accept criticism and suggestion constructively as they proceed. The script grows and with it the knowledge of what is good theater, how scenes are related to one another, and what makes many

separate scenes into a single play. These things come about because the group as a whole discovers them through critical observation, through dissatisfaction with what fails to realize their idea. The results are often unbelievable. The imaginative freedom with words which belongs to all children, once it is liberated in group discussion and caught again in the net of theater-creating, produces a quality of language seldom attained by the "conscious" playwright.

As the script takes shape the other elements of theater—sound, color, form, light—must add their contributions to the finished product. These "technical" arts can go far beyond the usual craftsmanship of backstage crews in a well-articulated plan. They can, in their own right, be made to serve the cause of the "whole child."

Through a careful consideration of color as applied to paper or canvas the eye can be trained to see what it was insensitive to before. When the lessons of dark and light, complementary and supplementary, vivid and dull, have been learned in a variety of ways, their application to space and its relationships can be shown in preparing a setting for the theater piece in process of becoming.

Design, too, can be a training school for greater perceptivity. If it is to be good theater, design must be functional. To this end the selection of the right material requires the young designer to develop the tactile senses; to know the difference in "feel" and texture of many materials, to estimate their weight and mass under varying conditions, and to learn how they will respond to different kinds of handling to judge the best usefulness of each, and so to become aware of responses to the outer world that lies within reach of the sensitive.

As knowledge of color helps make the seeing eye so a particular knowledge of sound helps make the hearing ear. Acting is essentially characterization. Characterization implies the ability to observe people and how they react in motion and feeling to things and situations. Sound has a definite part in this observation. Music and chant woven into the pattern of the play bring to the participant an awareness of sound that did not exist before. The youngsters learn to hear and to recognize changes of tone that have not, for them, existed heretofore.

### Summary

These are the things that can happen in a camp centered on the arts. Such a camping experience

can go far toward opening to a child new worlds, both within his own mind and emotions and outside himself. It can release powers that may enrich his whole future life, find normal vents for needs and feelings that might seek less wholesome outlets. Dr. Agnes Snyder, Instructor in Social Studies at Bank Street School for Teachers and Mills School, writes about a similar project conducted by Elizabeth and Don Oscar Becque in a New York school for young girls,

"Such experiences help the students gain perspective on themselves, make them more sensitive to the problems of others, open up possibilities for playing active parts in the work of the world, and rouse their curiosity as to the why of social conditions."

## How Does Your Library Grow?

(Continued from page 149)

is laid in Maryland during the war of 1812. It, too, deals with a boy too young to fight but who, nonetheless, found a way to serve the country to which he wanted desperately to show his allegiance.

*The Sea Cats* is a different kind of a story. It is a tale packed full of adventure in the Aleutian fogs. It is a story of sealing, of the habits of fur seals, and the lives of the people who protect them against illegal hunters. It develops the likenesses of people who live in different ways. Suspense and information are neatly blended in this book which, by the way, might well "double in brass" in a recreation library as a resource for craft ideas.

From the revolutionary days when "upstate" New York was a million miles from nowhere and subject to depredation from Indians, from British, and from gangs of Tories comes a fictional tale built on the foundations of history. The plot of *Wilderness Clearing* is simple enough. A boy and a girl forced to run away by the approach of Indians and Tories find ways to carry to safety a paralyzed man and a wounded child. But behind the simple story is the feel of the wilderness and the uncertainties of pioneers alone and too close to war.

A fifth book, *Central American Roundabout*,\* is not fiction nor is it adventure in the usual sense of the word. It is, however, packed full of the kind of adventure a boy or girl from ten to fourteen can find in learning about the lives of people in lands far from his home. Agnes Rothery can do for children what she has done so often for adults—make a foreign country "come alive"—because to her particular kind of seeing eye is

## A June Rose Evening

THERE WERE ROSES everywhere at the Neighborhood Guild in Peace Dale, Rhode Island, held last June. In a spacious club room on the lower floor were exhibited arrangements of roses of every color, style, and size. Adorning the mantle over the fireplace were twin vases filled with roses from delicate pink hues to deep crimson. Tables, window sills, and niches were all bedecked with artistic bouquets of every color. Some arrangements were combined with other flower sprays of delphinium or Canterbury bells.

The exhibit, which was open to the public at 6:30 in the evening, continued during the band concert which began at 8:15 and ended at 9:45. Children and older folks from all the surrounding villages enjoyed the display. The program centered around musical compositions with rose titles, such as "Bouquet of Memories," "Moonlight and Roses," "Mighty Like a Rose," and "My Wild Irish Rose."

The concert was held out of doors in front of the entrance to the Guild. On the grounds and the adjoining village green were hundreds of village folk. Automobiles lined the driveway.

Red, white, and blue ribbons with gold stars were awarded to first, second, and third winners for artistry, balance, and blending of colors. After the concert the roses were sent to the village hospitals.

It was a real neighborly evening and was so successful that others were held during the summer, the second being a "patriotic evening" when the band rendered a program of patriotic selections.

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coupled the ability to write with warmth and charm and to relate the far-away thing to the near and known. Like *The Sea Cats*, *Central American Roundabout* is a mine of information for leaders of craft classes, and chapters on "Stamps from Central America" and "Flags and Coats-of-Arms" are helpful to the people who ride those particular hobby horses.

Books like these do their own luring of children to read, so far are they from the dull or the didactic. They will do no violence to the best in human values. And they will do no violence to principles of syntax or to English prose rhythms, for they are highly readable without being pompous.

\**Central American Roundabout*, by Agnes Rothery, Dodd, Mead and Co., New York, \$2.50

## Tampa, Florida, Plans for Summer

**T**HE BOARD OF PUBLIC RECREATION in Tampa, under the direction of Cordelia B. Hunt, is making every effort to provide the thousands of boys and girls who will have extra leisure in the summer of 1945, the returning servicemen and women, and the civilian adults, with the best recreation program they have ever experienced. At least two new playgrounds will be open, making a total of twenty-eight areas, five of them for Negro boys and girls. In addition to this, two municipal swimming pools, as well as numerous baseball and softball fields and tennis courts, will be available for use.

The playgrounds will be open from 9:00 A. M. until dark each evening, with at least four areas illuminated for evening play. Softball leagues will be organized for boys and girls, men and women. The boys and men will have baseball leagues. Young girls will be playing in dodge ball and kick baseball tournaments. All groups will participate in paddle tennis, table tennis, horseshoes. For midget, junior, and senior classifications many special contests will be arranged. These events will include checkers, hop-scotch, O'Leary, jackstones, and bicycle parades. Each area will conduct at least one special activity each week. Track meets will also be weekly events for intra-playground participation. Swimming meets will be held frequently with the entire playground participating, and there will be swimming pageants or water pageants at intervals during the summer.

A city-wide Play Day, in which all of the individual playground champions will compete for city honors in the various contests and events, will conclude the summer program. Every playground in the city will be represented. Mass participation in all types of athletic events and contests will be enjoyed.

Throughout the summer special family parties will be arranged at all areas. The whole family will be invited to participate. Cookouts as well as picnics and special evening parties will add their spice to the program. Teen-age programs will go on in the various neighborhoods, where boys and girls will meet to enjoy quiet games, dancing, social recreation, and "gab fests."

Arts and crafts will also play an important part in the program. Every area will receive a visit at least once a week from the arts and crafts director.

**Batter  
Up!**



**A**S THE FAMILIAR "batter up!" thrills baseball loving America, Hillerich & Bradsby, makers of Louisville Slugger bats, are again distributing copies of the latest Famous Slugger Year Book, brimming over with baseball facts and articles. There are pictures and batting tips of some of the game's greatest hitters, past and present; all-time batting records; and the story of the Louisville Slugger from its birth through its present wartime service.

Also now available is the newest edition of the Official Softball Rules, supplemented by an article on batting and pictures and records of the 1944 National Softball Championship.

The Year Book can be obtained from local sporting goods dealers or by writing direct to Hillerich & Bradsby, Louisville, Kentucky, enclosing 5 cents in postage to cover mailing cost. The Softball Rules Books are available from the same sources for 10 cents a copy.

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Community singing, folk dancing, and rhythmic will be conducted for all age groups.

Tampa is conscious of the need for stepping up the recreation program to meet the present day demands and, with a staff of over seventy-five, expects to have a well rounded program to meet the needs, interests, and capacities of all individuals.

## "Real, Rugged Camping"

*(Continued from page 128)*

a bathing suit, a toothbrush, a knife and a fork and a spoon. Campers were encouraged to wear their oldest clothes and bring sweaters or heavy jackets.

Food was purchased wholesale by the camp staff and each camper paid thirty-five cents, which was his share of the expense for food. Supper included frankfurters, beans, rolls, cocoa and cake. Each camper had hot cocoa and cookies after the campfire hour and before turning in. Breakfast included fruit juices, hot cereal, sugared buns, and cocoa. The available drinking water was inadequate, so artesian well water was transported in forty quart cans from a near-by dairy.





**FIRST *to the* MAN  
BEHIND THE GUN!**



We know it isn't easy to get along without new equipment, especially when you're trying to build a bunch of youngsters into a hard slugging, winning team. We're only sorry that there are not enough Louisville Sluggers to go around after we have met the needs of the armed forces, but we know that you will agree that the men behind the guns should come first in everything. So make do with your old equipment until complete victory is won.

**HILLERICH & BRADSBY CO., INC., LOUISVILLE 2, KY.**

## **LOUISVILLE SLUGGER BATS—and M-2 CARBINE STOCKS FOR THE ARMED FORCES—WE'RE MAKING THEM BOTH**

Lighting was provided by camp fires and lanterns borrowed from the local Civilian Defense authorities. Precautions against the mosquito nuisance were taken by laying in a supply of oil of citronella, but interestingly enough, mosquitos did not prove troublesome as the camp was held during late August.

Our experience indicates that it is feasible to take young boys and girls into the woods for overnight camping experiences. Many youngsters grow up in sheltered city homes and never have the joy of roughing it in the woods, never enjoy singing around a camp fire, or seeing the beauties of the great outdoors.

In 1944 the experiment was repeated with increased success. About 130 boys and girls attended the second season's camp. The reports from these young campers and the enthusiastic endorsement of this phase of our summer recreation activities encourages Wethersfield to make this overnight camping program a permanent feature of the summer activities.—*Harvey Fuller*, Principal, Wethersfield, Connecticut, High School.

### **Children's Summer Camp**

*(Continued from page 128)*

two weeks the campers swam, hiked, played, relaxed with a book, rowed on the lake, fished, and otherwise spent glorious hours in the open. The outdoor life developed appreciative appetites for tempting, nourishing food.

A variety of camping activities were open to the boys and to the girls. Chief among them were the following:

Camp crafts	Nature lore
Council fires	Bird identification
Singing and musicals	Hiking
Dramatic productions	Gardening
Swimming and diving	Boating
Life saving	Fishing
Water sports	Story hour
Woodcraft and aircraft	Games
Handcraft	Playground activities
Sports and athletics	Beach parties
Corn and marshmallow roasts	Masquerade parties

—Annual report, Department of Parks and Recreation, Detroit, Michigan.



## Camping and Governmental Agencies

(Continued from page 127)

experience be made part of the lives of appreciable numbers of America's youth.

One of the dangers to be guarded against in public camping is that of transferring a school or playground program to the camp situation. Camping should remain primarily an outdoor experience of living together, with the camp program growing out of the locale.

Family camping provided by public agencies may be one of the ways of making available adequate low-cost vacation camping for great numbers now unable to afford it. It also offers recreation that families can enjoy as units.

Additional camp facilities and areas for day camping, organization camping, and week-end camping are badly needed near many of our large centers of population. Local, regional, county and state park and forest authorities might well give such facilities and areas more attention as part of their postwar plans.

Day camping has expanded rapidly in recent years. More attention should be given to adequate areas and better-planned programs of a genuine camping nature to make day camping a more vital experience.

Co-recreational camping (boys and girls together) is being tried in a number of places with apparently good results.

Some experiences with work camps and farm camps indicate that there may be very real value in combining the camp and work experience in certain situations with older youth.

There is additional need for camping experiences for special health groups, as crippled children, convalescents, tuberculars, etc.

## New Adventures in Chip-Carving

(Continued from page 138)

will be experience through self-expression rather than achievement. Achievement is bound to follow if the attitude is in line with the inevitable steps which lead to an enlarged vision.

The word "vision" brings us to the turning point between being a technician and an artist. In wood-carving, one has to visualize every cut, determining which angles should be deep and how many shades of depth may be added by the more shallow cuts. A good, almost infallible rule to follow is to cut all right angles, or any angle that approaches a right angle, deep and well defined. From there on, shading may be done by graduating the depth of the cuts and by curving the lines according to the style of the design. When the deep cuts have been determined, it is possible to work out many shading effects, especially if stop-cuts have been made in three directions from one point. A good plan to follow, after the drawing on the wood is complete, is to mark all deep points with an X and all long lines, or high points with an O. Then a study of the design will develop the visual powers so that the best possible cutting technique may be applied. It is too late to change one's plans or to cover up mistakes *after* the stick-knife has done its work. Every carver's style gains character according to the depth of his stop-cuts and the freedom and skill with which he uses and finishes curved lines.

Design is, of course, an all-important factor in any craft. Chip-carving is not "speed" work; it must be done slowly and carefully. Time, being at a premium, one cannot afford to waste good technique or material on poor design. The trial and error system, in developing design, is draw and erase until the pattern looks right on the wood. If the carver is not an artist to a degree that makes free hand drawing a creative part of his carving experience, it is advisable to adapt good patterns from examples of art to be found in books or in museums. Every artist will agree that creative ability can be developed and inspired to a point of satisfaction through adaptation. Originality is most commendable, if in good taste. It is quite possible for the amateur to acquire both qualities—originality and good taste—by studying the long-accepted standards that have been set by master craftsmen. The outstanding characteristic of good design is simplicity.

Pennsylvania Dutch folk-art is worthy of special



**TWO-WAY BOWLING ALLEYS "IN ACTION" IN THE SPACIOUS GAME ROOM OF THE  
N. C. C. S.-USO CLUB LOCATED IN JACKSONVILLE, FLORIDA**

This unique, PORTABLE Two-Way Bowling Alley (requiring NO INSTALLATION COST!) is proving to be one of the leading game-units, now included in RECREATION PROGRAMS all over the country. Because of its E-Z set-up features, solid construction and convenient size, the alley is perfectly adapted for immediate use as well as for postwar building plans.

We urge you to send for complete information and descriptive literature including many, many letters praising the good, clean competitive fun and relaxation derived from Two-Way Bowling. . . . Mail the coupon today! No obligation.

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mention because it has all the features that a carver likes to work out in wood. The curves are not too sudden, nor are the angles too sharp, while the patterns of flowers and birds lend all the scope the imagination can ask for in carving detail. Most of the original designs were used in practical ways—on chests, plates, tiles, trays, boxes of all descriptions, chairs and tables. Many innovations can be added to simulate some of the folk technique in shading. Nails can be used to gain a "stippling" or "studded" background effect. The nail is tapped lightly with a mallet so as to make an impression but not a hole, in the wood, and the impressions or indentations are placed close together.

The temporary shortage of good stain and other wood-finishing materials has been overcome by ingenuity in substituting shoe polishes to gain

antique effects. Ever so many innovations open up the way for each new convert to the wood carver's realm to try to find his own formula for success in developing an individual style. The possibilities are infinite! Won't you join us?

**Fun in the Sun**

(Continued from page 131)

On rainy days the buildings were utilized, and the campers enjoyed the indoor programs as a change from the outdoor activities.

In parks where there were Victory Gardens regular periods were devoted to campers' plots. Cookouts were very popular and the variety of foods cooked and the amount consumed amazed even the campers. The Victory Gardens supplied many of the vegetables.



## ON THE PLAYGROUND IN CRAFT SHOPS

*At Camps . . . In Club Work*

### Junior ARTS & ACTIVITIES

Supplies things to do—to make—craft projects suitable for boys and girls from preschool groups through the junior-high-school level.

When rainy days keep children from playing out of doors, the ideal activities are those which develop creative talents, give a sense of accomplishment, and open new avenues of thought. Modeling, sketching, scrapbooks, weaving, gesso work, puppeteering, woodworking — these are only a few of the subjects which are treated in Junior ARTS & ACTIVITIES.

You will find Junior ARTS & ACTIVITIES a valuable aid in organizing craft classes and in leading young people's groups.

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### Junior ARTS & ACTIVITIES

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CHICAGO 40, ILL.

Each camp having access to a pool used regular periods in which the campers took part in our "Learn-to-Swim" campaign, with the result that almost all campers who could not swim, learned to do so during the season.

Some camps installed on the site equipment boxes containing all of the small properties necessary for the day's use. The campers' clothing and lunches were also left at this location, and several of the campers in rotation acted each day as K. P.'s, policing the site and guarding the clothes and equipment, while the main groups were away.

Awards or honors were given the campers for individual achievement, regular attendance and good behavior. Groups were honored for the cleanest camp sites, salvage drives, winners in group competition, program planning, etc.

Some camps had their own courts composed of the children, where those who committed any infractions of the camp rules, were tried by a jury of their peers. The judge and prosecuting attorney were elected for specific terms. Each child serving on the jury when called. The clerk and court attaches were appointed by the judge. The defense attorneys were selected by the child being tried. It was surprising to note the accuracy and fidelity of these court sessions, due perhaps, to court visits by the groups and in other instances, by certain adult judges and attorneys invited to sit in and take part in some of the sessions. Penalties were inflicted in accordance with the severity of the offense and a code set up by the campers. These penalties usually consisted of assignment to some camp duty, or forbidding the culprit to take part in some particularly desirable activity, such as swimming, fishing, or boating for one or more periods.

Campfires were perhaps the highlight of the programs, and were held in the evening, usually once each week. Council logs placed in a semi-circle about the fire site, provided suitable seating space. Here again the programs were generally organized by the campers. Here they sang the camp songs, roasted marshmallows or hot dogs, drank pop, ate ice cream, presented puppet shows and shadow plays, performed Indian dances, satirical dramatic skits. Quite often these were occasions on which previously earned awards were presented.

Parents were invited to attend these campfire affairs and generally enjoyed them as much as the children.

## Day Camp Tidbits

(Continued from page 133)

pitch of emergency activities they had no part. Their youth, even more than usually, barred them from the community of effort that made up the adult world. Their parents were worried. Many of their homes were broken.

Day camps had proved their usefulness in the prewar period. Now, if ever, was the time to see whether they could do a real war job with the community's youngsters. In Rochester, as elsewhere, the added responsibility was made even more difficult by lack of trained personnel. Available counselors were not experienced. Their program ideas were limited. But they rose to the emergency and did a job.

To meet the child need of having some part in the world at war the administrative staff of Camp SiSol chose to adopt the idea of the United Nations winning the war and the peace as the theme of their seven week program. This, they felt, was a timely concept for children to learn about and appreciate, a concept which would give meaning to the experiences the youngsters would be likely to meet. Furthermore, it was a theme that would fit easily into the limited experience of the staff.

Both the organization and the activities of the camp expressed the theme. There were seven cabin groups on the encampment. For each the counselor in charge chose a nation. Every child received a passport signifying his entry and membership in the United Nations. Each cabin group elected delegates to the camp League of Nations.

As the usual activities of the day camp progressed, songs and stories, games and activities, arts and crafts and costumes of the various nations were introduced. An Olympic scoring board credited to each "nation" the achievements of its individuals or groups. Each group cared for a plot of ground in the communal Victory Garden, contributing their produce to the common food store of the United Nations.

The campers ranged in age from five to twelve years. It took about two weeks for them to settle down into the routine, but by mid-season the theme had really taken hold. There was none of the usual mid-season lag in interest. Traditional events like Mother and Daughter teas or Father and Son cookouts were given an extra fillip for both youngsters and parents. Throughout the season stress was laid upon cultural activities—essays, poetry writing, crafts—as well as upon sports. Credit for all of these activities went on the Olym-

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pic scoring board. The youngsters learned foreign language songs, made clay models of villages and architecture of many countries, traced on murals the evolution of transportation. There was, oddly enough, none of the usual noisy simulation of war games.

The climax of the season was a United Nations Bazaar. The price of admission was a bundle of discarded clothing which enabled the camp to make a sizable donation of used clothing to several Allied War Relief groups. The children contributed for sale craft objects of their own creation, and projects carried out by the camp as a whole or in groups were displayed and sold. Proceeds from the bazaar went to the Allied War Relief Chest.

In looking back over the summer the administrative staff feels that both campers and counselors got something new and worthwhile out of their intensive seven weeks together. There were, of course, many special problems of operation which followed upon the choosing of the United Nations theme for the whole period. But, in spite of them—and for the most part they were taken in stride—the summer seemed very worthwhile. Perhaps, the most satisfying thing about the whole summer is the feeling that the adult group did not try to escape the implications of the war, and that the youngsters had a chance to find a release from the tensions forced upon them in a sane and normal manner.

## No More Water Wings!

(Continued from page 135)

### A. About Teaching

1. *Become acquainted*—learn youngsters' names, question them, learn their attitude and their possible weaknesses.
2. *Demand attention*—do not allow fooling or useless waste of time. When the director blows his whistle, he should receive immediate attention.
3. *Be patient*—don't attempt to teach youngsters in one period. All youngsters vary in ability and attitudes.
4. *Do not shout commands*—keep your voice well modulated. You will receive more attention.
5. *Demonstrate*—pupils like to see it done. Show them.
6. *Assist at all possible times*—a little encouragement, placing hand under chin, on back, may give a beginner the incentive to "explode" and swim.
7. *Use an affirmative approach*—don't tell pupil he is doing poorly. Rather tell him "this is how you do it," and "that is a little better," etc.

8. *Don't play favorites*—give every swimmer equal attention and assistance.

9. *Use formations*—the following are suggested: circle; facing each other; stagger formation; line formations.

10. *Be careful*—do not allow pupils to wander into the deep area. Keep a constant check on the group.

### B. About Safety

1. Do not leave your post unless relieved by your co-worker.
2. Watch your particular area. This is assigned to you.
3. Do not converse during busy hours. It may mean somebody's life.
4. Watch along the sides of the pool in your area.
5. Make sure diving areas are always clear.
6. Allow only one diver at a time on the board.
7. Do not allow running or ball playing.
8. Do not allow climbing over the rails.
9. First aid treatment will be given by director of swimming or by the superintendent of the pool.
10. You must have a whistle. Use only when necessary.

### C. Personal Hints

1. Your personal appearance must be above reproach at all times while on duty.
2. Be alert and attentive while on duty.
3. Smoking, idling, gossiping, reading papers are forbidden.
4. Be courteous to patrons and visitors at all times. Do not shout instructions or argue with a patron.
5. See that patrons as well as participants respect all rules.
6. Staff members must report at the pool on time.
7. Lifeguards must not eat lunch while on duty.

### Conclusion

The future of Learn-to-Swim campaigns is of major importance and concern to peacetime and wartime America. We know the vital part that swimming is playing in World War II. Our young men and women serving in the armed forces at home and abroad, on maneuvers, and on the battlefield have learned its many values. A seventeen year old seaman who was completing his boot training at the Brooklyn Navy Yard recently wrote us the following: "I know I wouldn't have passed my swimming test today if it wasn't for the training I got in Prospect Park Pool. I told the fellows I learned in two weeks. I passed the Red Cross tests. It was easy for me to understand and to do it. Tell the boys and girls that those tests are extremely important."

We believe that these should be words that could be said by every able-bodied American boy and girl and to that end we aim our guns.



## Adventure in Democracy

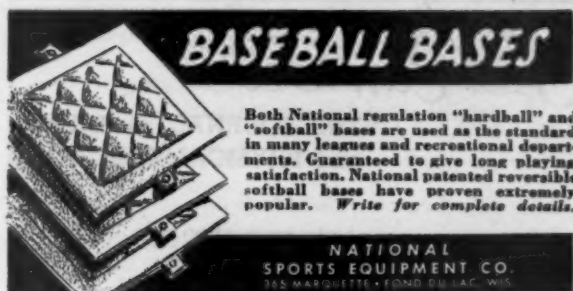
(Continued from page 121)

tion. Of course, time is set too for fun—for swimming and boating, sports and crafts.

The Senate meets daily to decide on the evening's social entertainment and to handle any special problems which may arise. The evening has a double objective—fun and the development of initiative. Every part of the program presented, whether it be a tune for a song fest, a skit for drama night, or a costume for the ball must be original and created on the spot, with material at hand. Good resource people are available, but they will not do the job. They will only inspire and help get the desired effects. Each evening is full and rich. There are spiritual evenings, active evenings, hilarious evenings, evenings of square dancing and of singing.

Three modern bungalows have been built by the young people; five hundred feet of sewer pipe were laid and hundreds of feet of water pipe; bridges and water front docks were built, roads repaired. Last summer we had an emergency. In order to get electricity to operate the new pump, 100 trees had to be cut down in two days. Due to the war and to the isolated location, no labor was available. The matter was discussed with the Council. Should we do without the pump? "No!" said the campers. "We will cut the trees. Show us which ones." With hand saws (we had only one two-man saw) one hundred trees were cut, on time. This accomplishment, eagerly participated in, was in addition to the regular construction work, and even at the expense of swimming and sports for two days. Boys and girls are proud of their finished work. It is not amateurish for it has been done under the careful supervision of a master craftsman.

The campers have their own kitchen and dietitian, whose chief responsibility is to teach the boys and girls the art and joy of food preparation. However, there is no formal class. The major section of each meal is completely prepared by the young people for the entire camp (over 100 persons), and on cook's day off each week, three completed meals are their responsibility. The table serving is under the direction of a dining room councilor. The campers who cook and serve eat separately, so their work is unhurried and accomplished with the minimum of strain. Each camper cooks for one day for each week at camp. He waits on table for one day and washes dishes for two days for each of three weeks.



Year after year the campers come back, proud and happy to help manage their own camp and make it their own by building it physically.

It will be of interest to note that in this framework where there is no difference between boys' and girls' work or play, and every activity is participated in equally and together, there has never been any serious boy and girl relationship problem. There are frequent talks and discussions on human relationships by staff members specially trained for this purpose. However, the fact that the campers are constantly together, very happy and very busy and continually challenged as to their ability and initiative, is part of the answer. Today, when so many seek the answer to the restlessness of young people, at least part of the answer lies in a living, working democracy where, under expert guidance youth can plan and work for itself, wholesomely and constructively if given an opportunity.

## Crowning Glory for the Fourth

(Continued from page 141)

A more pretentious celebration can be given using such long historical plays as *Abe Lincoln in Illinois*, by Robert Sherwood (Dramatists Play Service, \$2.00, royalty \$35) or *American Landscape*, by Elmer Rice (Dramatists Play Service, \$.75, royalty \$25).

Patriotic pageants have an appeal to the heart of the Fourth of July celebrator—and rightly so. They fit into the spirit of the day and they offer a special chance for a large number of the community's citizens to participate. Probably the best kind of pageant is one locally created around the history of the community. Such a job needs careful supervision by someone who knows how a pageant should be constructed and what local history is actually suitable for dramatic presentation. For here, again, a good "book" is important and a

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series of any historical incidents drawn from the memory of the oldest inhabitants and strung together any-old-how does not make pageantry, let alone a *pageant*. Fortunately for communities that lack the peculiar pageant-making genius, there are shows of this kind already available. Some of those recommended by the National Recreation Association are listed in bulletins available from the Association for the asking.\*

One further word about the production. For it, as for all drama programs, an over-all director, preferably trained or experienced in such activities, should be selected and given authority over all phases of the production. If a director cannot be given the entire confidence of the committee in charge, he (or she) is not the person for the job. For it is a primary essential of success in dramatics that there be one person in the "driver's seat" who sees the whole pattern of the show and who can relate the disparate parts and guide each part to its proper place.

\**Program Suggestions for Independence Day Celebrations*, National Recreation Association, MB 919.

\**Programs of Patriotism*, National Recreation Association, MB 1151.

## Aquapade

(Continued from page 137)

into the spirit of the show and presented special comedy acts and demonstrations.

The stage program included a male chorus, dancing and singing soloists, dancing groups, and specialty numbers. The nucleus for the male

chorus was selected from church choirs and community glee clubs. A music director was placed in charge of the group arranging selections and rehearsals. A barbershop quartet of Lions Club members measurably brightened one year's Aquapade. Singing soloists have been exceptional performers. These have included a resident who had sung with Phil Baker, a singer with a famous band who was stationed at the Army airfield just outside the community, and a twelve year old boy who later became a soloist with St. Thomas' Boys Choir of New York City. Community dancing studios cooperated willingly and wholeheartedly by providing well-trained talent for dance routines and drilling the talent for the performance. A group of young men interested in gymnastics and acrobatics volunteered their services as "Aquapade Atlases" and performed a series of gymnastic feats in soft lights which were beautiful to see. A third type of special act was provided by music studios which furnished instrumentalists for feature numbers. The last type of specialty act was the headline number secured by the Lions Club through the U. S. Olympic Committee, the Women's Swimming Association, the St. George Dragon Club of Brooklyn, and booking agents. Performers secured included national swimming and diving champions, the St. George Dragon Club's ballet group, and the Aquazanies.

### A Yearly Success

Over a period of six years the Aquapade has become an outstanding civic project. Each year the "S.R.O." sign has been hung out. Capacity audiences of 1,500 spectators for each annual performance has netted the Lions Club a profit of close to \$4,000 over a six year period, money used by the Lions to provide playgrounds and equipment, a field house for the park skating rink, and other recreation areas for the community.

The project could not have been the success it was without the generous support extended the Recreation Department and the Lions Club by the city's only newspaper — *The Newburgh Daily News*. Editorials supporting the event, advance publicity running over a month's time in the form of pictures, news stories on rehearsals and performers, and paid advertisements stimulated community interest in the Aquapade. The publicity and the show itself were of considerable value to the Recreation Department program and public relations.

## Living War Memorials

IN BOTH THE United States and Great Britain a strong sentiment has developed for living war memorials. In Great Britain the War Memorials Advisory Council has recommended that memorials should not only honor the dead but should also be of use to the living, suggesting that they might take the form of village centers, playing fields, gardens or social centers. . . . In a discussion in the House of Lords, the Earl of Munster said that memorials should not take the shape of facilities ordinarily provided by the government. In that he struck a needed warning note against the approach to the purely utilitarian. It is not indictment of the Unknown Soldier's Tomb or the Washington Monument to say that each is not of use to the living, for these, like other symbols of the spirit of man, are of the highest use. But in almost every community a statue or other memorial stands as solid and enduring proof that if symbols of the spirit are not well conceived and executed, they become sorry memorials. Two extremes are to be avoided, and it is likely that both here and in Great Britain the dangers of going to one or the other will be successfully avoided. Each country has among its memorials many examples of what to shun and what to copy.—From the *New York Sun*, March 14, 1945.

## Research and Restoration by Boys

(Continued from page 123)

site they had cleared, sleeping on the ground while they built the long house. Breakfast and supper they cooked on the spot. For their noon meal they came into the main camp. Working through the summer they reproduced in large all the features that they had set up on their model. The work was started by the same boys who had done the research in the winter, but it was carried on by other groups, a different one every two weeks.

The job took all summer. On Labor Day the Village was dedicated and became a part of the regular installation at the camp site. With its completion the Village lost its original value, but similar projects are being planned for future summers when good counsellors will be on hand to supervise the setting up and the carrying through of details. The importance of such a construction as a camp activity has been proven beyond doubt.

## Magazines and Pamphlets

Recently Received Containing Articles of  
Current Interest to the Recreation Worker

### MAGAZINES

- The Camping Magazine*, March 1945  
Camping 'Round the Calendar, George A. Mozealous  
The Conduct and Implications of Day Camping,  
William M. Grimshaw  
If Polio Strikes
- Junior League Magazine*, May 1945  
Never Underestimate the Power of a Puppet  
Is Your School a Mausoleum? Eleanor Hard Lake
- The Child*, April 1945  
Teen-Age Recreation Programs
- Parents' Magazine*, May 1945  
Time for Camp! Toni Taylor
- The Camp Fire Girl*, May 1945  
Play's Important Too, Clara Lambert  
Horses, Horses, Horses, Alice Noid  
Giving a Pan American Music Festival, Ava Yeargain
- Education for Victory*, May 3, 1945  
Physical Performance Levels for High-school Girls

### PAMPHLETS

- The Crafts and Present Social Problems*, Dr. I. L. De-  
Francesco  
The Related Arts Service, 511 Fifth Avenue, New  
York 17, N. Y. Copies are available for the cost  
of mailing—1½¢ stamp
- The Function of Exhibitions in the Program of Art Edu-  
cation*, Mabel Arbuckle  
The Related Arts Service, 511 Fifth Avenue, New  
York 17, N. Y. Copies are available for the cost  
of mailing—1½¢ stamp
- Veterans' Guide*, Dallas Johnson  
Public Affairs Committee Incorporated, 30 Rocke-  
feller Plaza, New York 20, N. Y. 10¢

## Model Liberty Ships

IN THE ARTICLE, "Joseph Lee Day—1944," in the April 1945 issue of RECREATION it was suggested that an appropriate project in connection with Joseph Lee Day 1945 might be the making of model Liberty Ships.

The National Recreation Association has prepared two sets of plans. Plan No. 1 for a simple type of ship may be secured for 25 cents. Plan No. 2, with directions for a ship of more elaborate construction, is available at 35 cents.

For further suggestions for the celebration of Joseph Lee Day write the National Recreation Association for free Bulletin MB 1661.



## New Publications in the Leisure Time Field

### Practical Applications of Democracy

By George B. de Huszar. Harper & Brothers, New York. \$2.00.

**H**ERE—AT LONG LAST—is a practical handbook written for Mr. and Mrs. Average Citizen about democracy. "For most of us the opportunity to participate in democratic processes is not in Washington, but where we are, in our own communities." But in order to achieve this goal most of us must learn the ways of democracy for, "Democracy is something people do together." This book is a threefold lesson in, "Do—Democracy," for it states the problem, its answer, and the method; treats of the application of the method; shows the effect of the method on the individual—and all with rare clarity and insight, and on a level of practical adaptability.

### Paintbrush Fun for Home Decoration

By J. A. Ornstein. Greenberg: Publisher, New York. \$2.50.

**T**HIS IS, IN ESSENCE, a book of patterns for people who like to decorate rooms or furniture or odd corners of their houses. The pictures give the ideas, the written directions tell how to start from scratch—the scratch of "not being able to paint a barn-door or draw a straight line"—and go on from there to at least a reasonable facsimile of design and/or decoration.

### Photo-Oil Coloring for Fun or Profit

By Lucile Robertson Marshall. U. S. Camera Publishing Corporation, New York. \$2.00.

**M**RS. MARSHALL is a painter of note whose hobby is photography. Among her portraits are those of Dr. Maurice Brody of New York University, and of Col. John W. Sheehy. She is also color consultant for John G. Marshall, Inc., and so is well qualified to speak with authority on the subject of her most recent book. She gives clear and detailed instructions, supplemented by illustrations, on each step that must be taken in transforming plain black and white photographs to the more exciting and interesting picture in full color. This is the kind of "how to do it" book that should be of real value to the beginner.

### Proceedings of the Tenth Annual Chicago Recreation Conference

Lecture Reporting Service, 33 S. Market Street, Chicago 6, Ill. \$1.00.

**H**ERE ARE FIFTY-EIGHT PAGES of summaries of the workshops and discussion groups and verbatim records of other proceedings at general sessions of the Chicago Recreation Conference held November 22, 1944. The mimeographed pamphlet is divided into the following sections: Morning Workshops, Luncheon Meeting, Afternoon Discussion Groups, Concluding General Session, Conference Exhibits.

### Boys in Men's Shoes

By Harry E. Burroughs. The Macmillan Company, New York. \$3.50.

**T**HIS IS THE STORY of the founding, the development, the hopes, and the ideals of the Burroughs Newsboys Foundation and Agassiz Village, told by their founder. Mr. Burroughs says, "Everything depends on how a person learns to satisfy his ego." The Foundation and the Village are working with newsboys in Boston to satisfy their egos in socially advantageous ways—to make "good" boys out of "bad." The story of the project makes fascinating reading.

### Church Recreation

(Four pamphlets), Chicago Recreation Commission, Chicago. \$10 each.

**T**HE CHICAGO RECREATION COMMISSION has prepared a series of pamphlets on recreation in the church—in "religious institutions of all creeds and denominations." The pamphlets are "designed to aid clergymen and recreation committees . . . and to establish recreation programs or expand those already in existence." The first pamphlet in the series, *Why Church Recreation Programs*, surveys briefly the needs and the methods of recreation in churches. The other three are titled *Leadership in Church Recreation*, *Church Recreation Programs for Younger Boys and Girls*, and *Books and Pamphlets, a selected bibliography for workers in Church Recreation*. The pamphlets are available from the Municipal Reference Library, Room 1008, City Hall, Chicago 2, Illinois.

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